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**Creating Safe and Inclusive Spaces for LGBT+ Students
in Higher Education:
A Mixed-Method Investigation of LGBT+ Campus Climates
in the United Kingdom and Philippines**

Zyra M. Evangelista

A thesis submitted in fulfilment of the requirements for the Degree of
Doctor of Philosophy (PhD) in Psychology

University of Glasgow
College of Science and Engineering

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Abstract

Global developments in LGBT+ equality legislation suggest a positive shift in socio-political attitudes toward LGBT+ people. However, institutional structures perpetuating systemic prejudice and inequalities based on sexual orientation and gender identity persist. Using an interdisciplinary, multi-phased, mixed-method approach, this thesis investigates the state of Higher Education for LGBT+ students in the United Kingdom (UK) and the Philippines (PH). Phase 1 involved a quantitative assessment of physical LGBT+ campus climates across 24 UK and 18 PH universities. Using a large-scale online survey, it examined students' attitudes toward LGBT+, campus climate perceptions, experiences, and outcomes (LGBT+ = 469 [UK], 408 [PH]); cis-heterosexual = 960 [UK], 1,147 [PH]). Phase 2 complemented this with focus groups and interviews qualitatively exploring 17 UK and 18 PH LGBT+ students' lived experiences of physical campus climates across seven UK and six PH universities. Phase 3 culminates this thesis with a general assessment of digital LGBT+ campus climates in the UK and PH. Through content analysis of 116 UK and PH university-related webpages, it evaluated the existence and visibility of LGBT+ support infrastructures across four purposively selected UK and PH universities. Findings from all three phases emphasise the need to improve LGBT+ campus climates in the face of both overt and subtle manifestations of anti-LGBT+ prejudice. Importantly, triangulated results indicate the importance of fostering LGBT+ students' social identity belonging as a key pathway for creating better campus climates and addressing LGBT+ inequalities.

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List of Accompanying Material

Available at the OSF project page: [PhD thesis 2022](#):

Phase 1 survey

- [Phase 1 survey - notes and revisions](#)
- [Phase 1 survey - PH version](#)
- [Phase 1 survey - UK version](#)
- [Phase 1 survey debrief form - PH version](#)
- [Phase 1 survey debrief form - UK version](#)

Phase 1 analysis

- Phase 1 R markdown
- Phase 1 SPSS output
- Phase 1 SPSS syntax
- [Supplement - Phase 1 CPA models per country](#)

Phase 2 results

- [Phase 2 qualitative quotes - anonymised](#)

Phase 3 forms

- [Phase 3 coding sheet - anonymised](#)
- [Phase 3 scoping review form - anonymised](#)

Phase 3 results

- [Phase 3 search terms pre-test results - anonymised](#)
- [Phase 3 webpage excerpts - anonymised](#)

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To everyone who has been part of this journey. Most notably those who helped see me through. My loved ones and cat friends. Thank you.

To the LGBT+ community across the universe. Be you. For you. We're with you.

Author's Declaration

“I declare that, except where explicit reference is made to the contribution of others, that this thesis is the result of my own work and has not been submitted for any other degree at the University of Glasgow or any other institution.”

Printed Name: Zyra Evangelista

Signature: ZE

Chapter 1 Introduction

For stigma thrives in institutionalized discriminatory policies, we urge [Name of private Catholic school in the Philippines] to retract and revisit their enrollment contract establishing homosexuality and other acts as grounds for expulsion. Discrimination does not have a place in educational institutions and more so in our society...

- Jacqueline de Guia, Philippine Commission on Human Rights Spokesperson (August 2020)

Recent global developments suggest a general shift towards more favourable attitudes surrounding LGBT+ people, such as decriminalisation of homosexuality, passage of anti-LGBT+ discrimination laws, legal gender recognition based on self-determination, legalisation of full joint adoption by same-sex couples and same-sex marriage. Attitudinal surveys support this notion of improvements over the last decade, with decreases in overt anti-LGBT+ attitudes and increasing support for LGBT+ rights (e.g. Herek, 2009). However, it would be injudicious to declare a cessation of anti-LGBT+ prejudice, given institutional structures which continue to perpetuate differential treatment based on sexual orientation and gender-based identities (Herek & McLemore, 2013; Manalastas et al., 2017). For instance, various studies indicate that LGBT+ individuals continue to experience prejudice and discrimination in schools and universities (Bradlow et al., 2017; National Union of Students, 2014; Rankin et al., 2019). Therefore, this thesis is urgently needed as it explores the current levels, manifestation, and impact of anti-LGBT+ prejudice in UK and Philippine Higher Education (HE) and attempts to impact change in LGBT+ campus climates to improve LGBT+ inclusion and reduce their attrition within HE.

Morrison and Morrison (2003) described anti-gay attitudes based around traditional religious and moral beliefs, as well as myths on homosexuality, as *old-fashioned homonegativity* (Lottes & Grollman, 2010; Morrison et al., 2009). They further offered the concept of *modern homonegativity*, which encapsulates anti-gay beliefs that discrimination against sexual minorities no longer exists; sexual minorities exaggerate the importance of sexual orientation in order to perpetuate their own marginalisation and make unnecessary demands for change (Lottes & Grollman, 2010; Morrison et al., 2009). Morrison and Morrison (2003) claim that frequently used scales, such as the Attitudes Toward Lesbians and

Gay Men Scale (Herek, 1998), measure old-fashioned homonegativity, which accounts for the prevalence of homonegative behaviours despite a decrease in reported levels of anti-LGBT+ attitudes. They further argue that old-fashioned homonegativity has subtly transformed into modern homonegativity, which is less blatant and yet remains considerably harmful to sexual minorities (Lottes & Grollman, 2010; Morrison & Morrison, 2003).

In contrast to more traditional 'non-western' cultures where more overt old-fashioned prejudices are still religiously and politically sanctioned, the covert nature of modern homonegativity has made it more 'socially acceptable' in most 'Western' societies. Thus, when interpreting survey trends of anti-LGBT+ attitudes, it is useful to differentiate types of prejudice which persist within cultures (and micro-cultures), and how current social attitudes impact those who identify as LGBT+ (Lottes & Grollman, 2010). In other words, although legal statutory and socio-political conditions, as well as attitudinal survey trends, appear to have improved toward LGBT+ people, theoretical tolerance does not necessarily equate to social inclusion and intersectional equalities. Moreover, such inclusion may be context dependent, such as within specific educational settings.

Within HE, thirty years' worth of campus climate studies from US Higher Education Institutions (HEIs) consistently indicates that LGBT+ students remain at significantly higher risk for harassment and discrimination at universities than their cis-heterosexual counterparts (Rankin, 2003; Rankin et al., 2010; Rankin et al., 2019). In line with Morrison and Morrison's (2003) proposition, a plausible explanation for this dissonance of 'improving' legal and socio-political conditions, alongside continued negative LGBT+ experiences in certain contexts, is the ongoing prevalence of 'modern' anti-LGBT+ prejudice.

As a microcosm of society, HE offers a unique context for assessing the prevalence and experiences of anti-LGBT+ attitudes. Moreover, spaces of learning and knowledge exchange can either reinforce or challenge prevailing prejudices, and can function as either protective or detrimental environments for minoritised identities. Therefore, creating safe and inclusive LGBT+ campus climates is a crucial physical and dialogical space for advancing LGBT+ equality. Using Social Identity Theory (Tajfel et al., 1971; Tajfel & Turner, 1979, 2004),

Minority Stress Model (Meyer, 2003, 2015), and 'Field Theory' (Bourdieu, 1977, 1986, 1993) as theoretical frameworks, this research applies an integrated, interdisciplinary framework to explore the impacts of current campus climate for LGBT+ university students in the United Kingdom (UK) and the Philippines (PH). This is accomplished via cross-country mixed-methods empirical work, using primary survey, focus group/interview and secondary institutional data, to assess and compare traditional and modern anti-LGBT+ prejudice in UK and PH HEIs, campus climate perceptions, experiences, academic and well-being outcomes for a sample of UK and PH LGBT+ and cis-heterosexual university students.

Despite the presence of LGBT+ inclusive legislation (e.g. "Equality Act," 2010; "Gender Recognition Act," 2004) and consistent ranking within the top ten European countries for LGBT+ equality (ILGA-Europe, 2015, 2016, 2017, 2018, 2019, 2020, 2021), research suggests that anti-LGBT+ harassment and discrimination, especially towards trans people, remain a significant problem for UK HEIs (National Union of Students, 2014; Universities UK, 2020). In the Philippines, high levels of religiosity and conservatism, and slow progress of LGBT+ inclusive legislation deepens this inclusion crisis further, on campuses and within larger society (Library of Congress, 2020; UNDP-USAID, 2014). Therefore, we employed a multi-phased, mixed-method, cross-country comparative campus climate assessment between a European, more LGBT+ progressive national context (UK) and a non-western, religious-conservative setting (PH) in order to produce a fuller picture of the current campus climate for LGBT+ students outside of the US HE context and provide a more nuanced understanding of how 'macro' (national) socio-political climates can shape institutional (university) campus climates.

The Phase Chapters are summarised below (1.4), but overall Phase 1 of the project focused on a large-scale online survey assessment of UK and PH students' attitudes toward LGBT+, campus climate perceptions, experiences of harassment, and academic and well-being outcomes. Phase 2 focused on a more in-depth exploration of UK and PH LGBT+ students' campus climate experiences. Phase 3 focused on a content analysis of UK and PH university websites to evaluate the existence and visibility of LGBT+ university policies and resources in

UK and PH HE. These empirical findings can inform ongoing debates regarding the implementation of LGBT+ inclusive curriculum and practices in the UK (e.g. BBC News, 2019; Parveen, 2019) and LGBT+ inclusive legislation in the Philippines (e.g. Guerra, 2020; Vergara, 2019), thus providing valuable insights and recommendations for advancing global LGBT+ equality in HE and in society more broadly.

1.1 Terminologies

1.1.1 LGBT+ initialism

The language used to describe sexual/gender identities is constantly evolving (Beattie et al., 2021; Tavaréz, 2022). Various terms and initialisms proliferate the literature such as LGBT, LGBTQ, LGBTI, LGBTQI, LGBTQIA, LGBT+, LGBTQ+, queer/trans-spectrum (Garvey & Rankin, 2015; Reid-Smith, 2020). Although LGBT and LGBTQ appear as the most popular initialisms within HE research (Simpfenderfer et al., 2020; Tavaréz, 2022), as a queer lesbian nonbinary person of colour, I have consciously chosen to use the initialism LGBT+ to refer to queer-spectrum and trans-spectrum sexual and gender minority identities outside of the cis-heterosexual binary. The reason for this choice is three-fold: (1) as one of the ‘original’ initialisms, LGBT is most recognisable globally; (2) the letter Q in LGBTQ can stand for either ‘queer’ and/or ‘questioning’, however despite being reclaimed the former remains a divisive term due to its historical use as a slur; (3) the plus sign is a compromise meant to recognise and include all diverse sexual and gender identities across the LGBT+ community (e.g. asexual, pansexual, nonbinary, genderqueer identities).

Ultimately, acknowledging and respecting individuality and diversity in how people self-identify is of utmost importance. Whilst I recognise opting for the label LGBT+ may not resonate with everyone, it is the initialism I feel most comfortable with personally, and theoretically aligns most closely with the present research. In line with this ethos, when referencing previous research in the literature review (Chapter 2), I use the original terms used by their authors to respect their own language choice. When referencing focus group/interview participants’ experiences in Phase 2 (Chapter 5), I use the terms participants self-selected to respect their sexual orientation and gender identities.

1.1.2 Anti-LGBT+ prejudice

Mirroring the continual evolution of LGBT+ initialisms, various terminologies and concepts describing hostility against LGBT+ identities - e.g. homo/bi/transphobia, (cis)heterosexism, (cis)heteronormativity - proliferate the literature (see Herek, 2004; Herek, 2009 for a historical overview and conceptual framework for understanding prejudice against sexual minorities; see also Appendix A in Worthen, 2012). Table 1-1 presents the rationale for using the term *anti-LGBT+ prejudice* in this thesis.

In highlighting the limitations of the widely-used term ‘homophobia’, Gregory Herek, who pioneered the Attitudes Toward Lesbian and Gay Men Scale (ATLG; Herek, 1998), argued for the use of the term “sexual prejudice” which he broadly defined as “individuals’ negative attitudes based on sexual orientation” (Herek, 2004, p. 6) and later qualified as “heterosexuals’ negative attitudes toward homosexual behavior; people who engage in homosexual behavior or who identify as gay, lesbian, or bisexual” (p. 17). For specificity, this thesis uses the initialism ‘LGBT+’ instead.

In reviewing the research on attitudes toward LGBT+ individuals, Worthen (2012) highlighted the problematic conflation of sexual orientation/gender identity (SOGI) and argued against the use of composite measures that collapse lesbians with gay men, bisexual women, bisexual men, trans women, and trans men into one group. Whilst I agree with Worthen’s (2012) call to conduct separate analyses for each SOGI group to recognise the diversity of LGBT+ identities and to nuance differences/similarities between groups, I opted to use the composite term ‘anti-LGBT+ prejudice’ because the aim of this thesis is to assess the *overall* state of LGBT+ campus climates in the UK and Philippines¹.

¹ It can also be argued that a composite measure makes sense in the PH context since SOGI tends to be conflated in PH culture

Table 1-1 Rationale for the usage of ‘anti-LGBT+ prejudice’

	Rationale
<i>Anti-</i>	Since prejudice can be positive/negative, the addition of the prefix ‘anti’ clarifies the negative impact of prejudice on LGBT+ people (reflects the inequalities prejudice brings about)
<i>LGBT+</i>	Reflects the <i>general</i> focus on LGBT+ campus climates (emphasis on the <i>overall</i> state of HE for LGBT+ students)
<i>Prejudice</i>	Links to Herek’s conceptualisation of ‘sexual prejudice’ and the psychological literature on ‘traditional/old-fashioned/classical’ and ‘modern/contemporary’ forms of prejudice

1.1.3 It takes a village to raise a PhD project: Use of ‘we’

As part of their doctoral training journey, PhD candidates are encouraged to take ownership of their work. This PhD research project is my work in so far as I formulated the initial research question and design, conducted data collection and analysis, and have written this thesis. While it is convention for doctoral theses to be written using ‘I’, I feel uncomfortable doing so because it neglects the immensely collaborative and interactive process I experienced during my PhD. Carrying out this PhD research and producing this thesis involved iterative team discussions and feedback from my PhD supervisors.

Academics have increasingly highlighted the importance of treating the PhD process as a “management of equals” and recognising that the development of doctoral candidates is “not down to one person” (Madichie, 2021). Indeed, while obtaining a PhD requires producing original work, successful completion requires collaboration rather than competition (Phillips & Pugh, 2010). In order to accurately reflect my PhD research journey and embody the aforementioned sentiments, my supervisors and I have agreed to use ‘we’ from this point on to represent our collaboration as a collective in successfully turning this PhD project into an academic output that makes a distinct contribution to knowledge and creates positive societal impact.

1.2 Context of the study

Proponents of LGBT+ rights advocate for LGBT+ equality legislation because national laws and institutional policies can contribute to improving economic and well-being outcomes for LGBT+ people by effectively reducing anti-LGBT+

discrimination (Badgett, 2020; Hatzenbuehler et al., 2009; Hebl et al., 2016). As Hebl and colleagues (2016) argue, legislation can reduce discrimination against LGBT+ individuals because of their instrumental (i.e. punishment/illegality of a behaviour reduces that behaviour) and symbolic (i.e. affirms societal values/norms) effects.

Table 1-2 outlines available data on existing LGBT+ legislation and social attitudes in the UK and Philippines to contextualise our comparison between a more progressive LGBT+ socio-political context (UK) and a less progressive LGBT+ socio-political context (PH). In this thesis, the term 'socio-political' is used to refer to the socio-cultural (e.g. social norms, religious values) and legal (e.g. legislation) aspects within national contexts.

Table 1-2 Comparison of UK and PH LGBT+ socio-political context

	UK	PH
Equality index rating (Equaldex, 2022)	82/100	54/100
Perceived acceptance of gay people (Gallup, 2013)	77% yes (good place)	58% yes (good place)
Justifiability of homosexuality (World Values Survey, 2017-2020)	62% justifiable	25% justifiable
Opinion on same-sex couples as parents (World Values Survey, 2017-2020)	62% agree	37% agree
Should society accept homosexuality? (Pew Research Center, 2019)	86% yes	73% yes
Anti-LGBT+ discrimination	Equality Act 2010 (includes sexual orientation & gender identity)	N/A at national level (ordinances in selected cities only)
Right to change legal gender	Gender Recognition Act 2004 (surgery not required)	N/A
Same-sex marriage	Marriage [Same Sex Couples] Act 2013; Marriage and Civil Partnership [Scotland] Act 2014; 2019 Northern Ireland Act	Unrecognised
Same-sex adoption	Adoption and Children Act 2002	Ambiguous (same-sex couples cannot file for joint adoption but there are no explicit laws banning single LGBT+ individuals)
Conversion therapy	In progress (does not include gender identity)	Not banned

Note.

This table is based on the information provided in <https://www.equaldex.com/compare/united-kingdom/philippines>

1.2.1 UK context for LGBT+ people

The UK ranks as one of the more progressive national contexts for LGBT+ rights (Equaldex, 2022b; ILGA-Europe, 2021). As Table 1-2 highlights, public opinion ratings toward lesbian/gay people tend to be relatively positive and the UK has passed anti-LGBT+ discrimination laws; provides the right to change legal gender; legalised full joint adoption by same-sex couples and same-sex marriage. However, despite the presence of legal protections such as the Equality Act (2010), anti-LGBT+ prejudice and harassment remain prevalent across UK society, including HE settings (Government Equalities Office, 2018; National Union of Students, 2014).

Set within the UK government's agenda of providing equal opportunities for underrepresented groups in HE, Ellis (2009) conducted a nationwide campus climate survey exploring LGBT students' campus perceptions of LGBT inclusiveness and experiences of anti-LGBT harassment/discrimination. Based on data collected from 291 LGBT students across 42 UK universities, Ellis (2009) concluded that LGBT university students do not perceive nor experience HEIs as 'safe spaces'. Subsequent national and institution-specific research reports on LGBT+ university students (e.g. Aldercotte et al., 2017; National Union of Students, 2014; Valentine et al., 2009) echoed Ellis' (2009) results and the findings of US LGBT+ campus climate studies. For instance, the National Union of Students' (2014) report on LGBT students' experiences in higher education demonstrated the persistence of homophobia and transphobia across UK HEIs. The report also indicated that compared to their cis-heterosexual counterparts, LGBT students felt less safe on campus; less satisfied with student services and support; and were more likely to consider leaving their HEIs (National Union of Students, 2014).

In brief, despite the presence of LGBT+ inclusive legislation, it is apparent that negative campus climates remain a significant problem across UK HEIs. Most recently, the UK also dropped out of the top ten for LGBT+ equality in Europe (Equaldex, 2022b; ILGA-Europe, 2022) and issues regarding transphobia and structural racism have become increasingly urgent to address within UK HEIs (Mckendry & Lawrence, 2017; Universities UK, 2020).

1.2.2 PH context for LGBT+ people

The Philippines ranks as one of the less progressive national contexts for LGBT+ rights (Equaldex, 2022a). As Table 1-2 highlights, public opinion ratings toward lesbian/gay people ranges from mixed to negative and there are no explicit legal protections/rights accorded to LGBT+ people. As a traditionally religious-conservative country where 92.4% of the population identify as Christian (*Pew-Templeton Global Religious Futures Project, 2020*), the Philippines provides an interesting context for exploring the intersections of sexual orientation, gender identity, and religion. Specifically, the high levels of religious conservatism in PH culture, which views LGBT+ behaviours and relationships as sins, create a cis-heterosexist environment where repressive teachings of the Roman Catholic Church deter the progress of LGBT+ equality legislation and impact the lives of LGBT+ people in the Philippines (International Gay and Lesbian Human Rights Commission, 2014; UNDP-USAID, 2014).

Although the Philippine Constitution states the separation of Church and State, religious groups have been successful in citing “immorality which offends religious beliefs” as an argument to deny passage of a national anti-LGBT+ discrimination legislation, legal recognition of same-sex marriage and trans identities over the last two decades (Aurelio, 2020; Library of Congress, 2020; UNDP-USAID, 2014, p. 27). Within HE, “academic freedom” is often used to justify anti-LGBT+ behaviours and policies such as banning ‘cross-dressing’ and ‘same-sex relationships’ since anti-discrimination policies that explicitly include sexual orientation and gender identity are non-existent across PH HEIs (Chiu, 2013; Maguundayao, 2019; UNDP-USAID, 2014). In brief, the prevalence of anti-LGBT+ beliefs and subsequent lack of LGBT+ inclusive legislation can function as proximal and distal stressors that contribute to negative LGBT+ campus climates across PH HEIs.

1.3 Theoretical framework

This section outlines three theories that have emerged as particularly explanatory within the literature surrounding LGBT+ campus climate research, as well as aligning with an interdisciplinary mixed-methods approach to both confirmatory and exploratory work on LGBT+ campus climates. Many theories

were relevant to this thesis, such as intersectionality (see Cole, 2009 for a discussion on the value of intersectionality in psychology research) and queer theory (see Renn, 2010 for a discussion on the applications of queer theory to HE research). However, although intersectionality (Crenshaw, 1989, 2017) features in some of the discussions and implications in this thesis, it does not feature in the guiding framework of this research. The largest organising frameworks upon which this empirical work is built are Tajfel and Turner's Social Identity Theory (Tajfel et al., 1971; Tajfel & Turner, 1979, 2004), Meyer's Minority Stress Model (Meyer, 2003, 2015), and Bourdieu's field theory (Bourdieu, 1977, 1986, 1993). Whilst acknowledging that these theories are more complex than our discussion below, and a full critical treatment of their concepts is beyond the scope of this section, each will now be outlined below. Here, we focus on providing a broad overview of each theory in relation to their relevance and application to the thesis specifically.

1.3.1 A Social Identity Approach: The Social Identity Theory of Intergroup Relations

The study of intergroup relations spans many disciplines (e.g. psychology, sociology, political science). The attention and significance attached to analysing intergroup relations is unsurprising given we as humans are 'social beings'. In fact, a lot of human phenomena (e.g. prejudice, conflict, discrimination) can be understood through the lens of intergroup behaviour. Intergroup behaviour occurs "whenever individuals belonging to one group interact, collectively or individually, with another group or its members in terms of their group identification" (Sherif, 1966, p. 12). This section will provide a brief overview of perspectives of group identification and intergroup processes. However, a full critical review is beyond the scope of this thesis, and many texts have more fully reviewed the field (e.g. Hogg et al., 2017; Hogg et al., 2016; Islam, 2014).

One of the most widely used frameworks for understanding intergroup behaviour is the Social Identity Approach, which has its origins with Social Identity Theory (SIT; Tajfel, 1974; Tajfel et al., 1971; Tajfel & Turner, 1979, 2004) and Self-Categorisation Theory (SCT; Turner et al., 1987). In his initial conceptualisation of SIT, Tajfel (1974, 1982) aimed to shift psychological understandings of

prejudice and discrimination from ‘interpersonal processes’ (e.g. attitudes) to ‘intergroup processes’ (e.g. group membership) by linking four concepts: social categorisation, social identity, social comparison, and psychological distinctiveness. In other words, the way in which we become an ‘us’ can be viewed as a process starting with categorising ‘in-groups’ and ‘out-groups’ by identifying an ‘us’ and ‘them’ and ending with making intergroup comparisons favourably distinguishing our ‘in-group’ from the ‘out-group’.

At the heart of Tajfel’s perspective is that we use categories to make sense of the world. This includes engaging in ‘social categorisation’ which involves ordering the social environment according to meaningful ‘groups’. For example, LGBT+ people may group themselves, or be grouped together by others, based on their non-cisheterosexual sexual orientation/gender identity. When we engage in social categorisation, we categorise both others and ourselves; and this is where ‘social identity’ comes in, as that part of our self-concept derived from memberships in ‘meaningful’ groups. Social comparison links social categorisation with social identity, in that the existence and value of a group is determined in relation to other groups. That is, as Tajfel (1974) highlighted, “a group becomes a group...only because other groups are present in the environment” and social comparisons between groups focus on “the establishment of [psychological] distinctiveness between one’s own and other groups” (p. 72). Tajfel and Turner (1986) argued that we seek positive distinctiveness for our in-group to maintain or enhance our self-esteem and self-concept (see Leonardelli et al., 2010 for a summary and empirical review of Brewer’s (1991) Optimal Distinctiveness Theory).

Tajfel and Turner (2004) formalised these notions in their seminal publication *The Social Identity Theory of Intergroup Behaviour* (1986). They postulated that intergroup behaviours like prejudice and discrimination occur because groups compete with one another for positive distinctiveness to achieve/maintain positive social identity. When social identity is under threat, group members will engage in either individual-based social mobility strategies (e.g. leave the group) or group-based social change strategies (e.g. redefine the group) to attain or maintain positive social identity (Tajfel, 1974; Tajfel & Turner, 2004). For example, an LGBT+ person may downplay their LGBT+ identity to pass as cis-

heterosexual at work/university to maintain a positive professional identity (individual-based strategy). Conversely, an LGBT+ person may take part in LGBT+ events that celebrate LGBT+ identities to enhance their sense of pride as LGBT+ (group-based strategy).

As one of the most recognised social psychological frameworks for understanding intergroup relations, researchers have extended SIT by emphasising different aspects of the theory (see Hogg et al., 2017; Hogg et al., 2016 for a summary of the applications, historical and conceptual development of SIT). For instance, Turner and colleagues (1987) elaborated on the social categorisation process and subsequently developed SCT, which emphasises the cognitive component of SIT, as well as the situational context which may make personal identity salient in some contexts, and certain group-based identities salient in others. For example, an individual's LGBT+ identity might be more salient in contexts like sports and/or religious events where more traditional cis-heteronormative norms are more likely to be emphasised. On the other hand, within LGBT+ spaces where being LGBT+ is the 'norm', other aspects of an individual's identity like their race/ethnicity and/or socio-economic status may become more salient.

More current extensions of SIT include its application to improving health and well-being (see Haslam et al., 2022 for a recent review). Drawing on the principles of SIT (Tajfel, 1974; Tajfel & Turner, 2004) and SCT (Turner et al., 1987), Haslam and colleagues (2018) developed the Social Identity Approach to Health (SIAH; Haslam et al., 2009; Jetten et al., 2012). According to SIAH, social identities can function as either a 'social cure' by providing individuals with a sense of social connectedness, shared meaning, purpose, support, and belonging (Haslam et al., 2018; Haslam et al., 2022). However, they can also function as a 'social curse' when one's group is stigmatised (e.g. LGBT+ community), engages in health-compromising behaviours (e.g. binge drinking among student groups), or is unable to provide psychological support (see Jetten et al., 2017 for an overview of SIAH's 15 hypotheses).

Relevant to this thesis, SIAH (Haslam et al., 2018) highlights the importance of 'social identification' (e.g. identifying as part of the LGBT+ community) as the key process through which groups impact health and well-being. Building on the notion that social identity, through meaningful group-based connections, confer

distinct benefits to health and well-being, Haslam and colleagues (2016) developed the Groups 4 Health intervention (G4H) to facilitate the development and maintenance of meaningful group memberships leading to enhanced social connectedness and improved health and well-being. Although a growing body of research supports the efficacy of G4H across a variety of health outcomes (see Steffens et al., 2021 for a systematic review and meta-analysis), its application among minoritised social identities such as LGBT+ individuals is still forthcoming. However, it is clear within our research that belonging and inclusion, versus marginalisation and exclusion have direct implications for LGBT+ student outcomes.

Since the focus of this thesis is understanding current LGBT+ campus climates, which is impacted by the prevalence of anti-LGBT+ prejudice and discrimination, we adopt a largely social identity approach more in line with Tajfel's original conceptualisation of SIT (Tajfel, 1974; Tajfel et al., 1971; Tajfel & Turner, 1979, 2004) but with an acknowledgement of context-dependent and individual-level identity implications. Primarily, we use SIT as the basis for explaining prejudice and discrimination against LGBT+ students in HE and for underscoring the importance of one's minority (social) identity, in combination with Meyer's (2003) Minority Stress Model (see Table 1-3) discussed in the next section.

1.3.2 Minority Stress Model

Meyer (2003) developed the minority stress model (MSM) as a conceptual framework for understanding the higher prevalence of mental health problems in lesbians and gay men. Minority stress can be defined as the excess stress experienced by people from marginalised groups because of their minoritised status (Meyer, 2003). According to this model, experiencing minority stress - in addition to general stress that everyone experiences - accounts for the disparity in health outcomes in minority groups (see Figure 1-1). For example, anti-LGBT+ prejudice, for the LGBT+ community, acts as a unique, chronic, socially-based stressor experienced due to explicit harassment and discrimination, as well as the persistent effects of living in a cis-heteronormative society. In other words, facing anti-LGBT+ prejudice - both acute and chronic, in addition to the general stressors that everyone experiences, puts LGBT+ people at a higher risk for adverse health outcomes. Specifically, minority stressors affect LGBT+ "mental

health, physical health, health behaviors, and well-being” (Meyer & Frost, 2013, p. 255).

One of the strengths of MSM is that it draws on established sociological and social psychological theories, such as Social Stress Theory (Aneshensel, 1992; Dohrenwend, 1978), Psychological Stress and Coping Theory (Lazarus & Folkman, 1984), and SIT (Tajfel & Turner, 2004), which highlight individual-environmental interactions. Building on these theories, the minority stress model takes into account the role of the social environment and social identities in the stress process (Figure 1-1 box a, b). In this sense, minority stress results from conflict, and othering, between minority (e.g. LGBT+) and dominant (e.g. cis-heterosexual) groups in society.

MSM describes minority stress processes along a continuum of distal to proximal stressors (Meyer, 2003). Distal minority stressors refer to objective or external stressors that are independent of the individual (Meyer, 2003, 2015). For instance, criminalisation of homosexuality, lack of equal marriage for LGBT+ people, erasure and exclusion brought about by binary gender norms, are all external circumstances independent of LGBT+ people. In contrast, proximal minority stressors refer to more subjective stressors that arise from an individual’s internal cognitive processes (Meyer, 2003, 2015). For instance, expectations of prejudice and discrimination, concealment of sexual orientation and/or gender identity, internalised homo-, bi-, transphobia are all potential additive stressors for LGBT+ people. MSM also includes the concept of *minority coping* (Figure 1-1 box d) as a group-level resource, which can buffer minority group members from the adverse impact of minority stress, by providing social support and resources (Meyer, 1995). In other words, one’s minority identity (e.g. being LGBT+) can function not only as a source of stress, for example anti-LGBT+ stigma; but as a source of resilience, such as acceptance/belonging within the LGBT+ community.

At the individual level, minority coping is likely influenced by one’s social identity, for instance, one’s identification and affiliation within the LGBT+ community. While at the structural level, it is also influenced by the resources available to the group, including LGBT+ inclusive policies and programmes. Put simply, LGBT+ individuals’ identification needs - as part of the LGBT+ community

- may 'activate' minority coping; but the resources they have access to may also be limited by what is available to the LGBT+ community as a whole (Meyer, 2015). Ultimately, MSM therefore posits that "health outcomes are determined by the balance of positive [minority coping] and negative [minority stress] effects" (Meyer & Frost, 2013, p. 16). In this sense, MSM and SIT both sit firmly within social psychological conceptions of the marginalised individuals' identity within wider societal structures of inequalities.

Overall, the holistic yet parsimonious approach MSM takes in understanding health disparities within minority groups make it an appealing framework to use in designing research and interventions for LGBT+ people. It extends general stress theories (e.g. Lazarus & Folkman, 1984) by integrating the relationship between distal objective environmental conditions and proximal subjective appraisals with the salience of minority (social) identity in the stress process (Meyer, 2015). However, the dual role of the minority identity as a risk and protective factor remains a research gap within MSM, particularly when applied to groups with intersecting minority identities such as LGBT+ people of colour (Cyrus, 2017; Ramirez & Paz Galupo, 2019). In other words, multiple identities and the salience of shifting identities are not always considered within classical social psychological theory.

Although the initial paper on MSM (Meyer, 1995) alluded to intersectionality, further research on the effects multiple minority identities is needed (see Meyer, 2010 for a commentary). Likewise, inconsistent results regarding the 'risk-resilience hypothesis' warrants further investigation. For instance, linking back to SIT (Tajfel & Turner, 2004), the impact of identity dimensions such as prominence (centrality of the minority social identity) and valence (positive/negative minority social identity) needs more empirical exploration and conceptual elaboration (Meyer & Frost, 2013). It should also be noted that MSM was originally developed to understand health outcomes disparity among lesbians and gay men. Whether it extends to other outcomes (e.g. academic, career) is not often explored but its application has been extended and supported in the context of trans identities (see Tan et al., 2020 for a critical review of gender minority stress framework).

Guided by the MSM, the present study postulates that negative LGBT+ campus climates adversely impact LGBT+ university students' academic and well-being outcomes (see Table 1-3). That is, LGBT+ students will have poorer outcomes than cis-heterosexual students as a result of more negative campus climate perceptions (proximal minority stress) and experiences (distal minority stress). However, this relationship may be mitigated by 'minority coping' resources available at the 'macro' structural (e.g. country/institutional LGBT+ policies) and 'micro' individual (e.g. LGBT+ identification/outness) levels. In sum, this research draws on widely used social psychological frameworks such as SIT and MSM to understand the implications of belonging to a minoritised social group. Given our focus on disparity within HE contexts, we also consider more critical sociological frameworks such as Bourdieu's field theory (Bourdieu, 1977, 1986, 1993; Bourdieu & Wacquant, 1992) discussed in the next section.

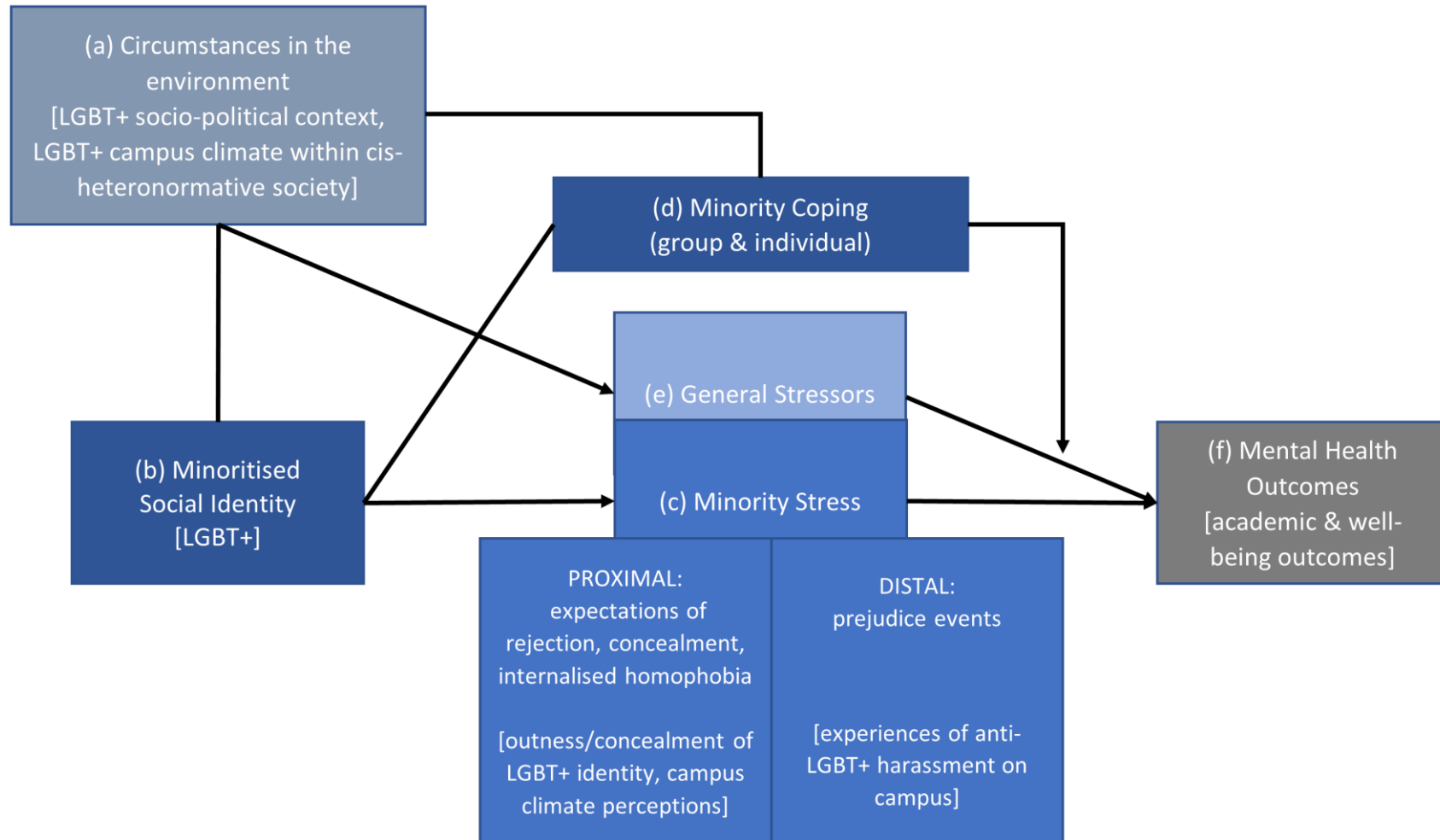


Figure 1-1 Simplified version of Meyer's (2003) minority stress model adapted for this PhD research

1.3.3 Bourdieu's Field Theory: The Concept of 'Habitus-Fit'

Bourdieu's field theory consists of three interdependent concepts: field, habitus, and capital (Bourdieu, 1977, 1986, 1993; Bourdieu & Wacquant, 1992).

Individually, these concepts have been applied across a wide range of disciplines, such as sociology, education, digital communication technology, and a variety of social contexts (e.g. university - Lehmann, 2007; music - Miller, 2016; sports - Storr et al., 2021). Bourdieu conceptualised field as a "configuration of objective relations between positions" wherein different social actors compete for power (Bourdieu & Wacquant, 1992, p. 7). A social actor's position in the field is seen to be determined by both their habitus and capital. More specifically, Bourdieu conceptualised habitus as a set of dispositions that influences an individual's attitudes (e.g. preferences/tastes) and behaviours (e.g. ways of speaking or dressing). On the other hand, he conceptualised capital as accumulated labour which he hypothesised to take on three basic forms: economic capital - e.g. money; cultural capital - e.g. educational qualifications; and social capital - e.g. social networks and connections. As with SIT, a full critical consideration of the theory is far beyond the scope of the thesis (please see Bourdieu, 1986 for a formal discussion of 'The Forms of Capital'). Bourdieu (1993) summarised his approach to field theory as:

[(Habitus) (Capital)] + Field = Practice

In brief, the formula states that the *interaction* between habitus, capital, and field produces practice (routine behaviours). Bourdieu used this conceptualisation to investigate how societal structures produce and maintain social inequality by keeping power and privilege within 'elite' social groups. For instance, cis-heteronormative norms and institutions privileging cis-heterosexual individuals over LGBT+ individuals in the case of non-universal recognition of same-sex marriages and trans identities. Bourdieu was particularly critical of HE as a field that reproduces existing power relations and inequalities by privileging students from dominant social classes (Bourdieu & Passeron, 1977). A large amount of research has focused on applying these concepts to analyse social inequalities in education - e.g. attainment gap between working-class and middle-class university students, non-traditional university students, ethnic minority university students (e.g. Dingel & Sage, 2021; Stuart et al., 2012).

However, this thesis extends Bourdieu's concepts to explore how university campuses may serve as predominantly cis-heteronormative 'fields' which also reproduce cis-heteronormative practices to the detriment of LGBT+ students.

Although Bourdieu's work is considered as "the most sustained theorisation of higher education" (Marginson, 2008, p. 303), it is equally praised and critiqued for its 'complexity' (see Hadas, 2022; Reay, 2022 for a discussion of Bourdieu's strengths and limitations). Theoretically, Bourdieu's *relational* trio of habitus, capital, and field provide a complex and insightful analysis of the structural conditions that 'unconsciously' perpetuate inequality. For instance, it may be that LGBT+ othering within HEIs - e.g. exclusion of LGBT+ identities/issues in the curriculum - is an unintentional by-product of the patriarchal elitist system upon which the academy was founded. However, Bourdieu's relational theorising is both a strength (theoretically) and limitation (empirically) because the conceptual interdependence of habitus, capital, and field, make them difficult to operationalise and prone to misuse when researchers investigate them in isolation from one another. Thus, some academics have criticised Bourdieu's concepts for having limited empirical development (Byrd, 2018; Maton, 2012). Other common critiques of his approach include being overly deterministic, circular, and lacking prescription for enabling social change (Davey, 2009; King, 2000; Wright & Black, 2021).

Despite its limitations, Bourdieu's field theory remains relevant for understanding why social inequalities persist in education, in spite of initiatives for widening participation, and equality, diversity and inclusion (EDI). In fact, the utility of Bourdieu's approach is heightened when combined with other theories (see Tichavakunda, 2019 for an integration of Bourdieu's theory with Critical Race Theory; Webb et al., 2017 for intersectionality) and applied to marginalised social groups beyond social class, such as LGBT+ communities (e.g. Berg & Kokkonen, 2021; Storr et al., 2021). In this research, we utilise Bourdieu's key concepts of habitus, capital, and field alongside social identity and minority stress frameworks to produce a fuller understanding of how existing societal structures may be disadvantaging LGBT+ students in UK and PH HE, working across disciplines and HEIs for a more holistic picture of LGBT+ experiences of inequalities.

Loosely translating Bourdieu's concepts into social psychological terms, field can be thought of as a 'social environment' with its own set of 'norms' regarding which types of habitus (disposition) and capital (resources) are most valued. Individuals whose habitus are in sync with the field will tend to possess more 'relevant' capital, which translates to privilege and power within that particular field. Conversely, a mismatch between habitus and field, and lack of 'relevant' capital, can lead to discomfort and disadvantage within that field. In this sense, the match between habitus and field can be likened to 'person-environment fit' (French et al., 1974; Lewin, 1951). That is, those with greater 'habitus-fit' are more likely to flourish like "fish in water" and establish themselves as part of the 'dominant' group within that social environment (Bourdieu, 1986).

Applied to LGBT+ people, it can be said that there is a fundamental mismatch between LGBT+ individuals' habitus and their social environments as a result of the dominance of cis-heteronormativity at various structural levels - country (e.g. anti-LGBT+ legislation), university (e.g. anti-LGBT+ HEI policies), subject/discipline (e.g. exclusion of LGBT+ identities/issues in the curriculum). For our study, we postulate that LGBT+ university students will experience discomfort or a lack of 'habitus-fit' within their HEIs and this will likely manifest as negative campus climate perceptions and experiences.

1.3.4 Synthesis

The aforementioned theories were selected for their relation to one another and relevance for understanding the current state and impact of LGBT+ campus climates on UK and PH LGBT+ university students in the current research paradigm. As Figure 1-2 shows, social identity, minority stress, and habitus-fit can be viewed as connected parts of a whole. MSM is inherently linked to SIT because it emphasises the role of the social environment and the salience of social (minority) identity in the stress process. Put briefly, MSM postulates that minority stress comes from the 'mismatch' between minority and dominant values in the social environment. In this sense, MSM can be linked to Bourdieusian discussions about 'habitus-fit'. While SIT highlights the more 'individual' (social identity) aspect of MSM, as a 'structured structuring structure' (Bourdieu et al., 2010), the concept of habitus (and its

interrelationship with field and capital) highlights the more 'structural' (person-environment fit) aspect of MSM.

In sum, we postulate that UK and PH LGBT+ students' minoritised social identities leads to minority stress and lack of habitus-fit within their predominantly cis-heteronormative HEIs; thus resulting in negative LGBT+ campus climates and outcomes overall. However, given the more positive LGBT+ socio-political context in the UK than the Philippines, we postulate more negative LGBT+ campus climates and outcomes for PH LGBT+ students than UK LGBT+ students.

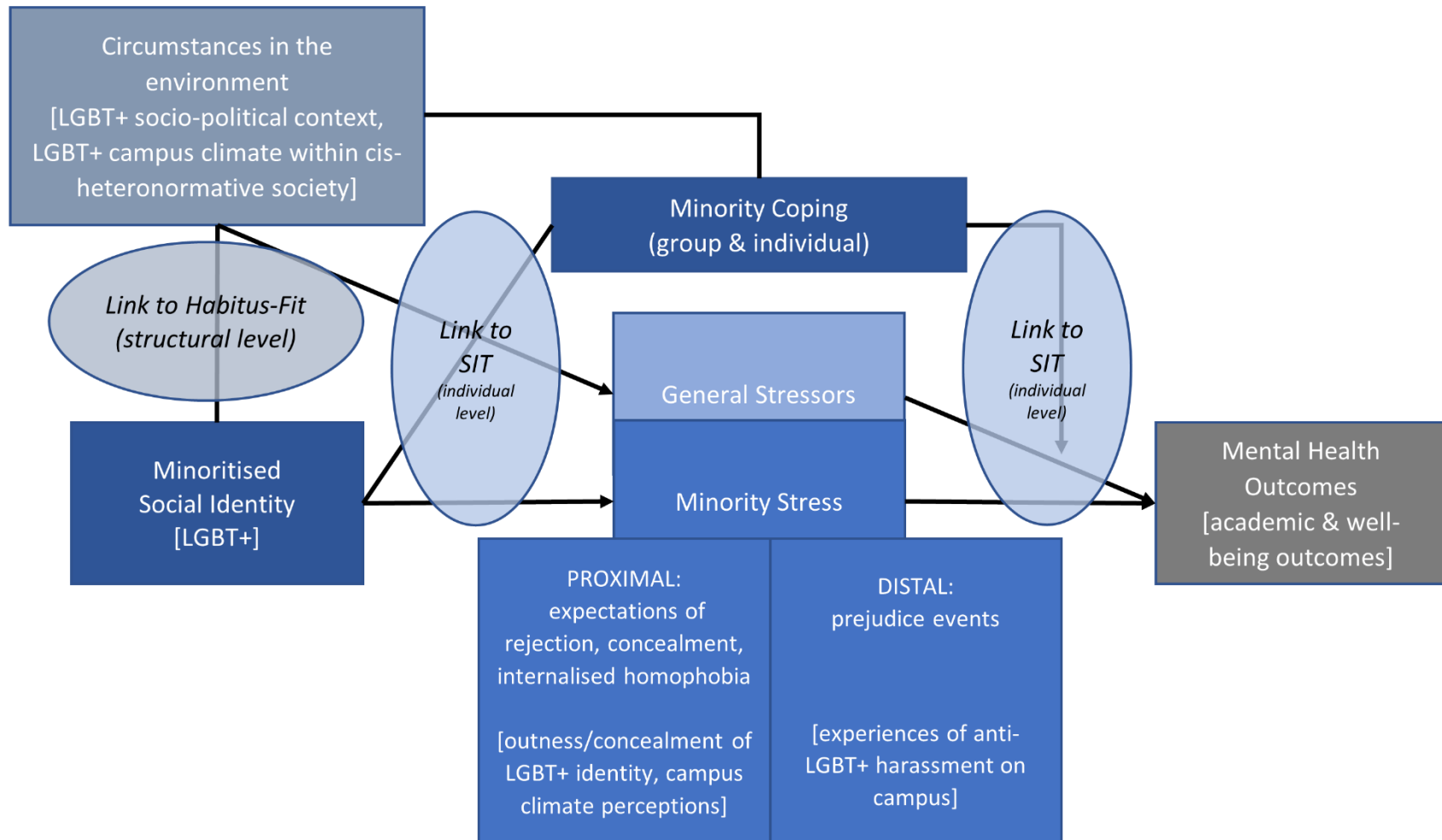


Figure 1-2 Interdisciplinary synthesis of theoretical frames underpinning this PhD research

1.4 The present study

Our research contributes to the growing literature on LGBT+ in HE by conducting the first campus climate study on LGBT+ university students in the Philippines. As a traditionally religious-conservative national context where anti-LGBT+ teachings of the Roman Catholic Church pervade, minimal attention has been given to the lives and experiences of LGBT+ people in the Philippines (Evangelista et al., 2016; Pew Research Center, 2013; UNDP-USAID, 2014). Given the association between high levels of religiosity-conservatism and higher levels of anti-LGBT+ prejudice (Etengoff & Lefevor, 2021; Herek, 1988; Reyes et al., 2019), it is likely that PH LGBT+ university students experience negative campus climates. Likewise, our research advances the literature by updating the campus climate data on LGBT+ university students in the UK. Such an endeavour is warranted since most of the work on UK LGBT+ campus climates has focused on school settings (Bradlow et al., 2017; Harris et al., 2021). With the exception of the academic publication based on this PhD project (Evangelista et al., 2022), Ellis' (2009) work has been the only published academic study on UK LGBT+ campus climates in over a decade. Moreover, since Ellis' (2009) publication and the National Union of Students' (2014) LGBT+ campus climate report, concerns regarding transphobia and racism have become increasingly salient within UK HE (Mckendry & Lawrence, 2017; Universities UK, 2020). It is thus essential to examine the campus climate for UK and PH LGBT+ university students and how it impacts various academic and well-being outcomes to improve LGBT+ inclusion in UK and PH HE.

Using a concurrent triangulation design mixed-method approach, we addressed the following research questions across three phases:

1. What do indicators suggest about the current campus climate for LGBT+ university students in the UK and Philippines?
2. How might campus climates impact LGBT+ university students?

Phase 1 quantitatively assessed physical LGBT+ campus climates in the UK and Philippines. Starting with confirmatory analyses of group differences testing the following hypotheses: (H1) LGBT+ university students, regardless of national

context, will report more negative indicators across dependent measures (anti-LGBT+ prejudice, campus climate perceptions, experiences of harassment, academic and well-being outcomes) than cis-heterosexual students; (H2) PH university students will report more negative indicators across dependent measures (anti-LGBT+ prejudice, campus climate perceptions, experiences of harassment, academic and well-being outcomes) than UK students; (H3) The difference between LGBT+ and cis-heterosexual students across dependent measures (anti-LGBT+ prejudice, campus climate perceptions, experiences of harassment, academic and well-being outcomes) will be greater in the PH than in the UK cohorts. Followed by more exploratory analyses investigating the relationships among campus climate variables and outcomes: (H4)² There will be a significant predictive relationship between campus climate perceptions, experiences of harassment, anti-LGBT+ attitudes on dependent outcomes - LGBT+ students' academic performance, academic persistence, and psychological well-being, but the relative strength of the predictors will vary between UK and PH cohorts; (H5)³ The indirect effect of campus climate on LGBT+ students' academic persistence through social identity belonging will be moderated by LGBT+ students' level of outness/religiosity.

Phase 2 qualitatively assessed physical LGBT+ campus climates by exploring: (1) how UK and PH LGBT+ university students perceive and experience the campus climate in their institutions; (2) how campus climates impact UK and PH LGBT+ university students; (3) how campus climates can be improved for UK and PH LGBT+ university students.

Finally, Phase 3 assessed digital LGBT+ campus climates by exploring: (1) what university websites suggest about the digital campus climate for UK and PH LGBT+ university students; (2) how LGBT+ identities and issues are presented in UK and PH university-related webpages; (3) what LGBT+ policies and resources are available and accessible to UK and PH LGBT+ university students.

² H4 predictors and outcomes based on a participant data-driven approach to regression (see p. 160)

³ H5 variables based on triangulated Phase 1-2 results on the salience of social identity belonging for LGBT+ students (see p. 160) and existing literature/theory on the impact of levels of outness and religiosity on LGBT+ individuals (see pp. 160-161)

Table 1-3 summarises how we applied each theory in our research conceptualisation, method, interpretation, and recommendations for each phase.

Table 1-3 Application of theoretical framework to the PhD thesis

	Social Identity Theory (SIT)	Minority Stress Model (MSM)	Habitus-Fit
Conceptualisation	Explains prejudice and discrimination against LGBT+ people (seen as 'outgroup' by cis-heterosexuals)	Explains outcomes disparity between LGBT+ (minority group) and cis-heterosexual people	Explains societal/institutional 'discomfort' and 'disadvantage' LGBT+ people experience
	Basis for predicting higher levels of anti-LGBT+ prejudice among cis-heterosexual students (H1)	Basis for predicting poorer outcomes for LGBT+ students (H1)	Focuses on the 'structural' aspect of MSM (interaction between 'individual/internal/subjective' and 'societal/external/objective')
	Focuses on the 'individual' aspect of MSM (identification with minority identity)		
	<u>Phase 1</u>	<u>Phase 1</u>	<u>Phase 1</u>
Method	Asked SOGI questions for grouping LGBT+ and cis-heterosexuals:	Explored academic and well-being outcomes:	Explored feelings of warmth, safety, comfort in campus:
	Q11: Do you identify as... Q14: Do you consider yourself to be...	Q30: Social identity belonging Q34: Psychological well-being Q35: Impact of stress/anxiety Q37: Life satisfaction	Q38: Campus climate thermometer Q40: General comfort in various campus spaces
	Explored attitudes and feelings toward LGBT+ community:	Explored 'minority stress':	Q42: LGBT+ comfort at university
	Q53: LGBT+ feelings thermometer	Q15: Level of outness	Q47: LGBT+ safety at university
	Q54: Traditional and modern anti-LGBT+ prejudice	Q39: General campus climate perceptions	Q49: General safety at university

	Social Identity Theory (SIT)	Minority Stress Model (MSM)	Habitus-Fit
		<p>Q43: Concealing sexual orientation</p> <p>Q44: Concealing gender identity</p> <p>Q55: Perceived extent of anti-LGBT+ attitudes on campus</p> <p>Q58: Personal experiences of harassment on campus</p> <p>Q68: Ambient experiences of harassment on campus</p>	
	<p><u>Phase 2</u></p> <p>Asked about sense of belonging as a member of their university</p>	<p><u>Phase 2</u></p> <p>Explored impact of campus climate on various outcomes (academics, social life, well-being)</p>	<p><u>Phase 2</u></p> <p>Asked about campus spaces/disciplines where they felt more comfortable/welcomed as LGBT+ students</p>
	<p><u>Phase 3</u></p> <p>Explored representation of LGBT+ social identities via text and images on university-related webpages</p>	<p><u>Phase 3</u></p> <p>Explored availability of LGBT+ support infrastructures across university webpages (group level 'minority coping')</p>	<p><u>Phase 3</u></p> <p>Explored accessibility of LGBT+ inclusive policies and resources across 'predominantly cis-heteronormative' university webpages</p>
Interpretation	<p><u>Phase 1</u></p> <p>Explains higher levels of anti-LGBT+ prejudice among cis-heterosexual students</p>	<p><u>Phase 1</u></p> <p>Explains lower well-being outcomes for LGBT+ students</p>	<p><u>Phase 1</u></p> <p>Explains more negative campus climate perceptions among LGBT+ students</p>

	Social Identity Theory (SIT)	Minority Stress Model (MSM)	Habitus-Fit
			LV4: Campus climate-Habitus fit operationalises campus climate perceptions in relation to feelings of warmth, comfort, and safety within the campus environment
	<p><u>Phase 2</u></p> <p>Highlights the importance of validating LGBT+ social identities as part of improving LGBT+ campus climates</p>	<p><u>Phase 2</u></p> <p>Theme 2, Subtheme 2: Personal and social growth; Theme 3: Collective social identity belonging can be related to ‘minority coping’</p>	<p><u>Phase 2</u></p> <p>Helps explain LGBT+ discomfort in sports and traditionally male-dominated fields</p>
	<p><u>Phase 3</u></p> <p>Explains anti-LGBT+ prejudice found in university-related webpages</p>	<p><u>Phase 3</u></p> <p>Helps explain the availability of more group-level ‘minority coping’ resources at HEI case studies for better practice toward LGBT+ inclusion</p>	<p><u>Phase 3</u></p> <p>Helps explain gaps in LGBT+ inclusive policies and programmes as HEIs function as predominantly cis-heteronormative ‘fields’ that reproduce cis-heteronormative structures and practices</p>
	Future research	Future research	Future research
Recommendations	Explicitly ask about identification with the LGBT+ community, social identity complexity	Conduct within-group comparisons (e.g. LGBT+ who have experienced discrimination vs. LGBT+ who have not experienced discrimination)	Explore the impact of different forms of capital on LGBT+ students in HE

Social Identity Theory (SIT)	Minority Stress Model (MSM)	Habitus-Fit
Apply G4H intervention for LGBT+ students in HE		
Policy/Practice	Policy/Practice	Policy/Practice
Overt visibility and promotion of positive LGBT+ recognition and representation	Combining interventions at the individual (proximal) and structural (distal) levels	Developing intersectional LGBT+ spaces and resources recognising the diverse needs of underrepresented LGBT+ identities - e.g. LGBT+ POC, LGBT+ with disability, non-traditional LGBT+ students

1.5 Summary and overview of thesis chapters

This chapter introduced the theoretical underpinnings and significance of the present research. We summarised the LGBT+ socio-political context in the UK and the Philippines and highlighted the importance of conducting a cross-country comparative LGBT+ campus climate study in these national contexts. The chapter concluded with an overview of Social Identity Theory (Tajfel & Turner, 1979, 2004), Minority Stress Model (Meyer, 2003, 2015), and Bourdieu's (1986, 1993) field theory and how these theories were applied in this thesis.

The next chapter reviews the existing literature on LGBT+ campus climates and synthesises our rationale for conducting a multi-phased, mixed-method comparative study of UK and PH LGBT+ campus climates. Specifically, the following six chapters are outlined as follows:

Chapter 2 provides an overview of the progression of LGBT+ campus climate research by reviewing various definitions and indicators of campus climate alongside empirical investigations of physical and digital LGBT+ campus climates. The chapter considers the strengths and limitations of previous campus climate studies to highlight gaps such as the lack of comparative LGBT+ campus climate studies, which this thesis addresses. The chapter also discusses key trends and findings which we build upon and use as a rationale for our integrative multi-phased approach to examining UK and PH LGBT+ campus climates.

Chapter 3 outlines our concurrent triangulation mixed-method research design comprising three phases. It details the construction of our quantitative online survey, data collection and analysis procedures, and the demographics of our UK and PH university student samples (Phase 1). It also describes our qualitative approach to exploring campus climates through focus groups and interviews with UK and PH LGBT+ students (Phase 2). The chapter concludes by detailing our content analysis of UK and PH university-related webpages exploring digital LGBT+ campus climates (Phase 3).

Chapter 4 presents our quantitative results from confirmatory tests of between-group differences illustrating more negative campus climates and outcomes for LGBT+ students than cis-heterosexual students to more exploratory analyses

underscoring the centrality of campus climate as a variable shaping various outcomes for LGBT+ university students. The chapter concludes by presenting our integrative moderated-mediation model suggesting that a potential pathway for improving LGBT+ campus climates might be related to developing LGBT+ students' sense of belonging within their universities.

Chapter 5 presents three themes from our thematic analysis of focus groups and interviews with UK and PH LGBT+ students. The chapter underscores the role LGBT+ socio-political contexts play in shaping LGBT+ students' campus climate perceptions, experiences, and psychosocial well-being. It concludes by highlighting the importance of fostering LGBT+ students' social identity belonging for improving campus climates.

Chapter 6 presents results from our content analysis of UK and PH university-related webpages. The chapter describes case studies of better and weaker practice toward LGBT+ inclusion leading to an overview of UK and PH digital LGBT+ campus climates and suggestions for improving LGBT+ support infrastructures in HE.

Chapter 7 offers individual and triangulated discussions of our Phase 1-3 findings, policy and practice implications and recommendations, limitations, and contributions. Therefore highlighting the significance of studying physical and digital LGBT+ campus climates for improving LGBT+ equality globally.

Chapter 2 Review of Related Literature

Since the early 1980s, universities have recognised the importance of ‘campus climates’ in shaping students’ academic and well-being outcomes. Initial campus climate studies focused mainly on women (e.g. Cortina et al., 1998; Hall & Sandler, 1982) and ethnic/racial minorities (e.g. Hurtado, 1992; Hurtado et al., 1998). However, global progress toward LGBT+ equality over the past three decades prompted interest in assessing the campus climate for LGBT+ students (e.g. Rankin, 2003; Rankin et al., 2010; Rankin et al., 2019). The growth of LGBT+ campus climate assessments stems from the increased focus on improving diversity and inclusion in Higher Education (HE).

As the literature reviewed in this chapter will illustrate, campus climate studies are useful in raising institutional awareness of underrepresented/minoritised groups, gaining a better understanding of their university experiences, evaluating LGBT+ inclusive initiatives, and subsequently providing evidence-based recommendations toward improving equality and inclusion (Garvey et al., 2017; Renn, 2010; Taylor, 2015). Until LGBT+ equality is achieved globally, LGBT+ campus climate studies will most likely remain relevant and of interest to academic and activist groups.

This chapter will evaluate the growing, yet still limited, body of LGBT+ campus climate research. It begins by providing a critical overview of proposed operationalisations of campus climate (2.1), followed by a review of the progression of LGBT+ campus climate research from ‘physical’ (2.2.1) to ‘digital’ (2.2.2) campus climates. The final section (2.3) synthesises the literature review and the rationale for the present study.

2.1 Definitions and indicators of campus climate

Despite its popularity within HE research, a standard definition and operationalisation of ‘campus climate’ remains elusive. Part of the challenge in defining ‘campus climate’ is that the term intuitively elicits an implicit understanding of a fuzzy concept that is vaguely related to ‘environment’, ‘atmosphere’, or ‘culture’. For instance, the reviewed literature shows that researchers interchangeably referenced terms like “academic climate” (Cortina

et al., 1998), “institutional environment” (Hall & Sandler, 1982), “organisational culture” (Waldo, 1998), “social climate” (Reynolds, 1989), “learning climate” (Gwayi-Chore et al., 2021). While this inconsistency in terminology adds to the difficulty in pinning down a standardised conceptualisation of campus climate, it can also be argued that researchers use various definitions and indicators of campus climate because ‘campus climate’ is a multi-faceted construct (see Hart & Fellabaum, 2008 for a discussion of how campus climate has been conceptualised in HE research; Shenkle et al., 1998 for an overview of US-based campus climate measures).

In analysing the “chilly classroom climate” for women in HE, Hall and Sandler (1982) documented student *experiences* and faculty *behaviours*. On the other hand, in his exploration of the “academic climate” for LGB students, Waldo (1998) focused on measuring LGB students’ *perceptions* of the general campus climate - i.e. “qualities of campus life such as interactions with instructors, self-confidence, classroom experiences, and campus safety” and the LGB campus climate - i.e. “perceptions about the degree to which the general atmosphere on campus is accepting, supportive (or otherwise) of LGB people and their concerns” (p. 749). However, apart from focusing on different ‘facets’ of campus climate in their studies, it can be argued that researchers also adjusted their framework based on the minoritised group they are studying.

For example, in line with her focus on the “campus racial climate”, Hurtado (1994) incorporated a *historical* dimension in her conceptualisation of campus climate. The rationale for this was that, in the US HE context, Higher Education Institutions’ (HEIs) historical exclusion of different ethnic/racial groups inevitably impacts an institution’s structural diversity and prevailing practices (e.g. admission/selection procedures). Thus, Hurtado and colleagues’ (2008) framework for understanding the campus racial climate included four elements: (1) historical legacy of inclusion/exclusion of ethnic/racial groups (e.g. segregation), (2) structural diversity (i.e. numerical representation of ethnic/racial groups), (3) psychological climate (e.g. attitudes toward ethnic/racial groups, perceptions of racial conflict/discrimination and institutional response to diversity), (4) behavioural dimension (i.e. intergroup relations between ethnic/racial groups) (Hurtado et al., 1998). While the

nuances in Hurtado and colleagues' (1998, 2008) framework are useful, most especially within the ethnic/racial campus climate literature, to date there is still no consensus on a unifying theoretical framework for operationalising campus climate (Hart & Fellabaum, 2008; Hutchinson et al., 2008).

Given our specific focus on LGBT+ campus climates, the present study utilised the campus climate definition put forth by Rankin (2005), who is one of the pioneers of LGBT+ campus climate research. Apart from being highly cited across the LGBT+ campus climate literature (Taylor, 2015), Rankin's (2005) definition succinctly encapsulates the salient dimensions of the various conceptualisations proposed in the wider campus climate literature. According to her, campus climate comprises the "cumulative attitudes, behaviors, and standards of employees and students concerning access for, inclusion of, and level of respect for individual and group needs, abilities, and potential" (Rankin, 2005, p. 17).

Figure 2-1 breaks down this definition to show how Rankin (2005) builds on previous campus climate work, particularly seminal work focusing on the campus climate for women (Hall & Sandler, 1982) and ethnic/racial minorities (Hurtado, 1994; Hurtado et al., 1998; Hurtado et al., 2008). By offering a precise and concise definition, Rankin (2005) refined how indicators of campus climate could be operationalised.

While initial published peer-reviewed assessments of LGBT+ campus climates only used *perceptions* of anti-LGBT+ harassment and discrimination (e.g. Reynolds, 1989; Waldo, 1998) and/or actual *experiences* of harassment and discrimination (e.g. D'Augelli, 1992) as indicators of campus climate, Rankin and colleagues (2010) developed more nuanced indicators in their landmark study of LGBT+ campus climate in US HE. In line with Rankin's (2005) proposed definition, Rankin and colleagues (2010) assessed university students' (1) campus experiences, (2) perceptions of the campus climate, *and* (3) perceptions of the institutional responses to LGBT+ issues and concerns on campus.

Expanding Rankin and colleagues' pioneering work on US LGBT+ campus climates (Rankin, 2003, 2005; Rankin et al., 2010; Rankin & Reason, 2008), we used the following indicators to assess UK and PH LGBT+ campus climates: (1) attitudes toward LGBT+, (2) experiences of harassment, and (3) perceptions of safety and

comfort, level of inclusivity, and adequacy of institutional response to LGBT+ issues. Table 2-1 outlines how we operationalised each indicator in relation to Rankin and colleagues' (2003, 2010) work. As Table 2-1 highlights, we used similar campus climate indicators to Rankin's work. In fact, our measures for general campus climate perceptions and institutional support/response to LGBT+ issues were based on Rankin's (2003) survey (see [Phase 1 survey - notes and revisions](#) for details of modifications). However, a key extension in our study is the inclusion of direct measures of anti-LGBT+ attitudes which existing campus climate studies have overlooked. We also expand Rankin and colleagues' (2003, 2010) work by incorporating measures of 'habitus-fit', ambient harassment, and thermometer feeling measures, which other researchers have used to explore different aspects of campus climate (e.g. American National Election Studies, 1964-2019; Stuart, 2009; Woodford & Kulick, 2015).

The next section provides a brief overview of existing LGBT+ campus climate literature by looking at previous studies' indicators, methodologies, key results and contributions. The first subsection focuses on physical LGBT+ campus climate research, while the second subsection focuses on digital LGBT+ campus climates.

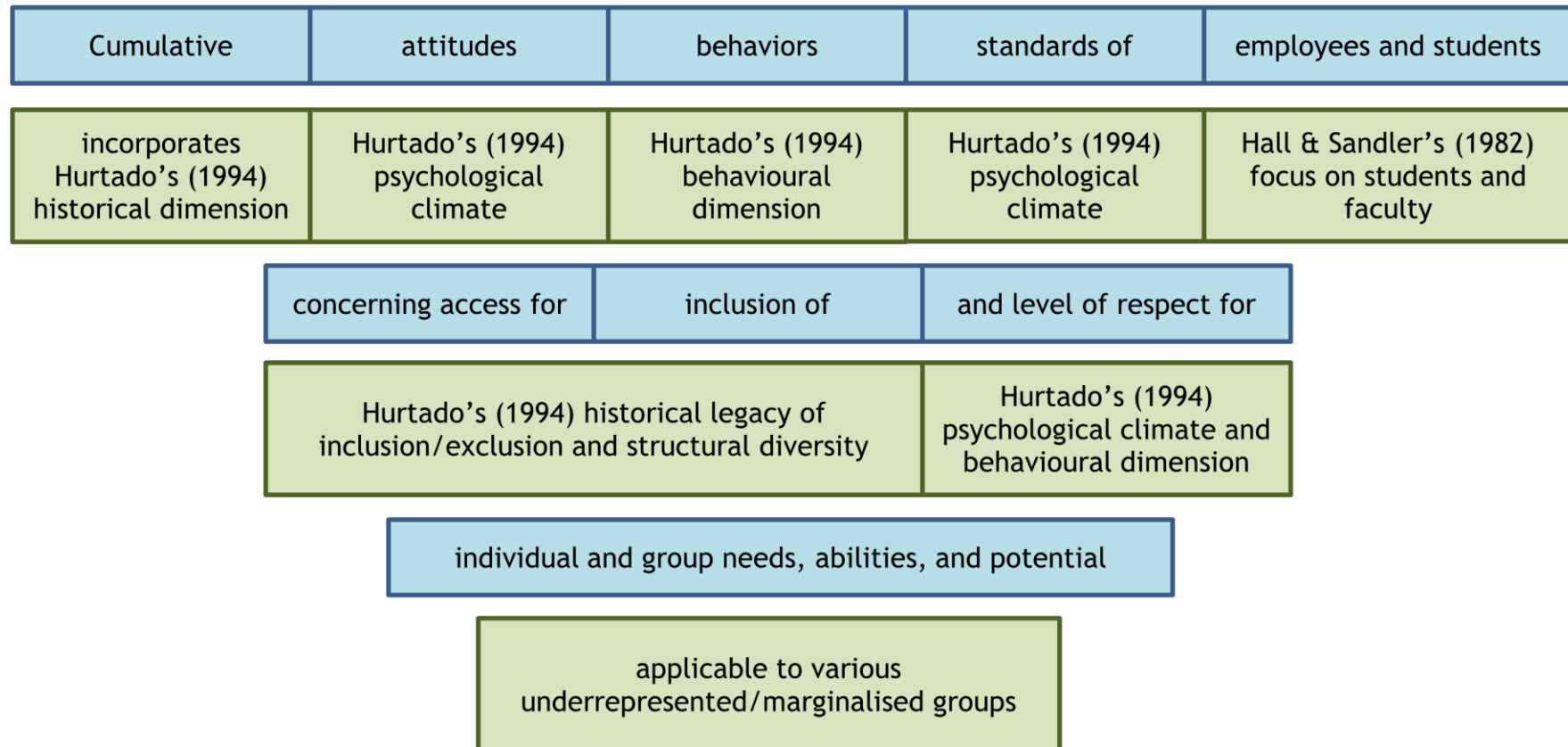


Figure 2-1 Campus climate definition. A breakdown of Rankin's (2005) definition of campus climate (blue boxes) in relation to Hall & Sandler's (1982) and Hurtado's (1994) definition (green boxes)

Table 2-1 PhD thesis operationalisation of campus climate

Campus climate variable based on Rankin (2005) definition	Rankin and colleagues' (2003, 2010) operationalisation	PhD thesis operationalisation (see Table 3-3 for details)
Attitudes	No direct measure of attitudes	Attitudes toward LGBT+ (5-point Likert scale) <ul style="list-style-type: none"> - Traditional anti-LGBT+ prejudice - Modern anti-LGBT+ prejudice - Attitudes toward LGBT+ topics at university
Perceptions	<p>Feelings about campus climate (5-point Likert scale)</p> <ul style="list-style-type: none"> - Likelihood of harassment due to SOGI - Fear for physical safety due to SOGI - Conceal SOGI to avoid harassment/discrimination - Avoid LGBT campus spaces for fear of being labelled <p>Campus response (5-point Likert scale)</p> <ul style="list-style-type: none"> - Thoroughly addresses campus issues related to SOGI - Visible leadership re: SOGI issues on campus - Adequate LGBT representation in the curriculum - Classroom climate accepting of LGBT persons - Provision of visible LGBT resources - Rapid response system for LGBT harassment/discrimination - Level of inclusivity/accessibility (e.g. non-racist-racist, non-homophobic-homophobic) 	<p>Thermometer feelings toward LGBT+ community (0-100)</p> <p>5-point Likert scales:</p> <ul style="list-style-type: none"> - General perceptions (safety, inclusion, etc.)** - Institutional support/response to LGBT+ issues** - Comfort levels across campus ('habitus-fit') - Comfort as LGBT+ person at university - Safety walking around campus at night - Extent of anti-LGBT+ attitudes on campus <p>Fear for physical safety due to SOGI (yes/no)**</p> <p>Conceal SOGI due to fear (yes/no)**</p> <p>Campus climate feeling thermometer (0-100)</p>
Experiences	<p>Campus experiences of harassment</p> <ul style="list-style-type: none"> - Feared for physical safety due to SOGI (yes/no) - Concealed SOGI (yes/no) - Denied employment/promotion due to SOGI (yes/no) - Victim of harassment (form, location, source) 	<p>Personal harassment on campus (5-point Likert scale)</p> <p>Ambient harassment on campus (5-point Likert scale)</p>

Note.

**Items were primarily based on Rankin (2003).

Rankin (2003) full survey is available at www.who.edu/cms/files/CampusClimate_23425.pdf.

Rankin et al. (2010) was based on Rankin (2003), however we were unable to access the full survey for review.

2.2 Empirical investigations of LGBT+ campus climates

Although research on LGBT+ students has grown exponentially in the past three decades, most of the empirical work on LGBT+ campus climates has been conducted almost exclusively in the US HE context (Dilley, 2004; Ellis, 2009). To date, the growing body of LGBT+ campus climate research indicate the ongoing lack of sufficient LGBT+ support infrastructures in HE as LGBT+ university students continue to experience more negative physical and digital campus climates; and disparate academic and well-being outcomes than their cis-heterosexual counterparts (National Union of Students, 2014; Rankin et al., 2019; Taylor et al., 2018).

2.2.1 Physical LGBT+ campus climates

2.2.1.1 Early studies: Raising institutional awareness of LGBT+ experiences in Higher Education

Preliminary investigations of physical LGBT+ campus climates were primarily unpublished institutional self-studies that documented the prevalence of anti-LGB harassment in campus settings. Although unpublished and only released by the corresponding university that they were conducted in, these studies provided the groundwork for subsequent LGBT+ campus climate assessments published later on. Peer-reviewed campus climate assessments that were initially published focused on documenting LGB and heterosexual students' campus perceptions and/or experiences.

For example, Reynolds (1989) compared the 'university climate' perceptions of 32 self-identified 'male homosexual' students and 32 self-identified 'male heterosexual' students at a moderate-size US HEI and found that gay students had more negative campus perceptions than their heterosexual counterparts. On the other hand, D'Augelli (1992) investigated the campus experiences of 40 lesbian and 81 gay students at a large US university. D'Augelli's (1992) results highlighted the pervasiveness of anti-LG verbal harassment on campus. For example, 99% of respondents reported overhearing homophobic comments and 77% disclosed being verbally harassed. However, only 12% admitted reporting incidents of anti-LG harassment to authorities as more than half of respondents revealed fearing for their safety and making conscious changes to protect

themselves such as concealing their LG identity and avoiding certain spaces or groups within campus.

On the whole, these early investigations indicated hostile physical LGBT+ campus climates (e.g. D'Augelli, 1992; Eliason, 1996; Reynolds, 1989; Waldo, 1998). The campus climate disparity highlighted in these studies established the need to continue researching the experiences of LGBT+ in HE and while undoubtedly instrumental in spurring further LGBT+ campus climate research, they were also limited to quantitative surveys at single US HEIs. Moreover, as products of the larger LGBT+ socio-political context at the time, they also primarily focused on gay and lesbian students. For instance, although D'Augelli (1992) included bisexual students, bisexual men were collapsed with gay men and bisexual women were collapsed with lesbians in the analyses. On the other hand, awareness toward diverse gender identities outside of the traditional male/female binary was uncommon, therefore there was no data on trans individuals.

As global understanding of sexual orientation/gender identity (SOGI) diversity developed, researchers' approach to assessing physical LGBT+ campus climate also evolved. Table 2-2 outlines the general trends in published LGBT+ campus climate research over the past three decades. One of the key developments was researchers' recognition of the need for a 'multiple perspective' approach to studying LGBT+ campus climates, which ties in with the multi-faceted nature of campus climate as a construct. For example, Brown and colleagues (2004) compared the perceptions of various community groups within campus: students (80 GLBT, 253 cis-heterosexual), staff (126 faculty⁴, 41 student affairs staff⁵, 105 residence hall assistants). Consistent with the literature, their ANOVA results showed that GLBT students had more negative campus climate perceptions than cis-heterosexual students. Notably however, Brown and colleagues' (2004) results indicated that student affairs staff were more interested and involved in GLBT topics and programmes than faculty members, residence hall assistants, and cis-heterosexual students. They also found differences across academic

⁴ lecturers (UK equivalent)

⁵ student support/student services (UK equivalent)

disciplines⁶ as faculty members from the soft sciences (e.g. psychology) reported more positive attitudes toward GLBT issues and greater interest in GLBT topics than those in the hard sciences (e.g. physiology). Although Brown and colleagues' (2004) study was still limited to a quantitative survey within a single US HEI, their findings highlighted the value in exploring multiple facets of campus climate (attitudes, perceptions, behaviours) and comparing multiple perspectives (students and staff) to gain a more nuanced understanding of LGBT+ campus climates. Building on this finding, we thus compare LGBT+ and cis-heterosexual students' attitudes, perceptions, and experiences to gain a better understanding of campus climates in UK and PH HE.

⁶ Brown et al. (2004) used the Biglan (1973) classification system for academic disciplines

Table 2-2 General trends in published LGBT+ campus climate studies

	1990-2000	2000-2010	2010-2020
Method	Primarily quantitative surveys	Primarily <i>either</i> quantitative surveys <i>or</i> qualitative interviews/focus groups	Limited number of mixed-method studies
Sample	SOGI group: lesbian, gay, heterosexual University group: Students Context: US HEIs (primarily single institutions)	SOGI group: LGBT+, cis-heterosexual University group: Students, staff Context: Predominantly US HEIs (some non-US and multiple institution studies)	SOGI group: Heightened focus on trans, LGBT+ POC University group: Students Context: Increasing focus on non-US settings (e.g. Australia, Canada, South Africa, UK)
Indicators/Aspects	Perceptions of harassment and discrimination on campus Experiences of harassment and discrimination on campus	Incorporated attitudes toward LGBT+ issues/concerns, perceptions of institutional response to LGBT+ issues/concerns	Incorporated measures of campus climate outcomes
Approach	Institutional self-studies documenting prevalence of harassment and discrimination	More comparative studies across SOGI groups, year levels, discipline Exploring status of LGBT+ support infrastructures	Exploring impact of campus climates on LGBT+ academic and health outcomes Focusing on underrepresented groups within the LGBT+ community
Key contributions	Extended campus climate assessment to LGBT+ as an underrepresented/minoritised group in HE (in addition to women and ethnic/racial minorities)	Recognising the value of ‘multiple’ perspectives and approaches to studying LGBT+ campus climates	Highlighting the importance of recognising the diversity, complexity, and intersectionality of LGBT+ identities

Note.

This table focuses on the general trends in published peer-reviewed assessments of LGBT+ campus climates

Trends are presented by decade for simplicity - i.e. we are not suggesting a linear progression in methodology/approaches

Another shift in researchers' approach to assessing physical LGBT+ campus climates was the increasing use of qualitative methods to provide a more in-depth exploration of LGBT+ lived experiences on campus (e.g. Evans, 2001; Robinson-Keilig, 2003; Vaccaro, 2012). For instance, through in-depth interviews, Evans (2001) explored the experiences of 20 LGB students who lived in university residence halls at a large US research HEI to better understand how residence hall climates impact LGB students' meaning-making, perceptions, and behaviours. Overall, her results illustrated how LGB students in residence halls felt invisible as their experiences within residence halls varied from very negative (e.g. receiving death threats) to very positive (e.g. attending Pride rallies). Substantiating the results of general campus climate surveys (e.g. D'Augelli, 1992), Evans' (2001) findings illustrated how the pervasiveness of anti-LGB verbal harassment across settings negatively impacted LGB students' feelings of comfort and safety, particularly in relation to disclosing their LGB identities to residence hall students and staff.

In another study focusing on general campus spaces, Robinson-Keilig (2003) conducted semi-structured interviews with eight GLB students at a large US Midwest HEI to describe how GLB students experience and perceive campus climates. Echoing the results of previous quantitative and qualitative LGBT+ campus climate studies, both undergraduate and postgraduate GLB students in Robinson-Keilig's (2003) study disclosed the pervasiveness of anti-LGB verbal harassment across campus spaces. Interestingly, although both student groups described their campus environments as a mix of "tolerance at times and hostility at times" (p. 63), Robinson-Keilig's (2003) qualitative investigation revealed marked differences between undergraduate and postgraduate GLB student experiences. On the one hand, corroborating Evans' (2001) findings, her undergraduate GLB participants stressed the personal importance of improving GLB support within university residence halls. On the other hand, postgraduate GLB participants emphasised the personal importance of receiving GLB support from their respective academic departments.

Building on Evans' (2001) and Robinson-Keilig's (2003) work, Vaccaro (2012) conducted an ethnographic study of 49 LGBT faculty, staff, undergraduate and postgraduate students at a mid-sized US HEI. Through participant observations

and interviews with six LGBT groups over a period of two years, Vaccaro (2012) corroborated the results of both quantitative surveys and qualitative interviews that have documented the prevalence of overt and covert anti-LGBT+ prejudice within US HE. Like previous quantitative LGBT+ campus climate studies, the LGBT undergraduate students in Vaccaro's (2012) study described their campus perceptions and experiences according to the 'macro' institutional campus climate - i.e. one that is dominated by cis-heteronormative norms. More importantly, however, reiterating Robinson-Keilig's (2003) results, Vaccaro's (2012) findings also underscored the importance of 'microclimates' in shaping LGBT postgraduate students' and staff's campus perceptions and experiences. Specifically, LGBT postgraduate students who encountered openly out LGBT faculty members within their academic departments perceived and experienced more positive campus climates, even though the 'macro' institutional campus climate at their HEI was typically cis-heteronormative. On the other hand, LGBT staff who encountered unsupportive LGBT+ microclimates within their academic departments described perceiving and experiencing an overall negative LGBT+ 'macro' institutional climate. While LGBT staff who encountered supportive LGBT+ microclimates within their academic departments disclosed feeling safe within their home departments, but not elsewhere on campus despite the presence of institutional LGBT+ inclusive policies.

Overall, investigations like Evans' (2001), Robinson-Keilig's (2003), and Vaccaro's (2012) studies highlight the importance of qualitatively exploring both 'macro' (institutional) climates and 'micro' (residence halls, academic departments) climates as these can differ across and within campus groups. Applying a social identity-minority stress framework, this thesis builds on Evans' (2001), Robinson-Keilig's (2003), and Vaccaro's (2012) work by exploring LGBT+ campus climates at 'macro' structural (country, HEI) and 'micro' individual (SOGI) levels.

2.2.1.2 The Rankin Studies: Building an LGBT+ campus climate baseline

As researchers promoted awareness of LGBT+ inequalities in HE via the growing number of single-institution quantitative/qualitative assessments of LGBT+ campus climates, Susan Rankin (2003, 2005), who can be considered as one of the pioneers of LGBT+ campus climate research, advanced the field by

developing the first national US LGBT+ campus climate study in partnership with the National Gay and Lesbian Task Force. As the first multiple institution LGBT+ campus climate assessment with the largest sampling of LGBT+ students and US HEIs at the time, Rankin's (2003) study laid the groundwork for assessing the status and availability of LGBT+ HE policies and programmes.

Using an online and paper/pencil survey, Rankin (2003) assessed 1,669 GLBT students', staff, faculty, and administrators' campus experiences, perception of the climate for GLBT members of the academic community, and perceptions of institutional responses toward GLBT campus issues and concerns, across 14 US HEIs. Overall, her results showed that despite the introduction of LGBT+ inclusive initiatives such as LGBT+ resource centres, safe space programmes, LGBT+ sensitivity trainings, and non-discrimination policies across US HEIs, GLBT individuals still experienced inhospitable campus climates. Mirroring the results of single-institution studies (e.g. D'Augelli, 1992; Evans, 2001), Rankin's (2003) results indicated that 40% of GLBT students concealed their sexual orientation to avoid discrimination; 59% experienced harassment on campus within the past year, with derogatory remarks (89%) and verbal harassment/threats (48%) being the most common form of harassment disclosed by participants.

Rankin and her colleagues (2010) then built on Rankin's (2003) work to produce the most comprehensive national US LGBT+ campus climate study to date. Aside from expanding Rankin's (2003) study to include at least one HEI from all 50 US states, the Campus Pride Report *State of Higher Education for LGBT People* (Rankin et al., 2010) utilised a mixed-methods approach by adapting Rankin's (2003) survey to include open-ended qualitative questions asking respondents to elaborate on their experiences of harassment, perceptions of safety, security, and institutional actions toward LGBT+ issues on campus. Building on this, Phase 1 of this thesis adapted Rankin and colleagues' (2010) "small q" approach by including similar open-ended qualitative questions in our online survey (Willig, 2008). However, expanding Rankin and colleagues' (2010) methodology, our mixed-method study utilised a "Big Q" approach (Kidder & Fine, 1987) by incorporating an in-depth qualitative component (Phase 2) alongside our online survey (Phase 1).

Through an online survey of 5,149 university students, faculty, staff, and administrators from over 100 US HEIs, Rankin and colleagues (2010) concluded the following from their mixed-method survey: (1) LGBQ and gender non-conforming (GNC) respondents have more negative campus climate perceptions and experiences than cis-heterosexual respondents; (2) LGBQ and GNC respondents of colour experience multiple forms of oppression as a result of their minoritised sexual identity, gender identity, and racial identity; (3) LGBQ and GNC respondents were most likely to disagree with institutional responses toward LGBTQ campus issues and concerns; (4) LGBQ and GNC respondents have more often seriously considered leaving their HEIs.

On the whole, Rankin and colleagues' (2010) landmark study established baseline LGBT+ campus climate data that highlighted how despite some progress toward LGBT+ inclusive legislation, LGBT+ students still remain at a significantly higher risk for harassment and discrimination at HEIs than their cis-heterosexual counterparts. Building on US-based LGBT+ campus climate studies, this thesis establishes baseline LGBT+ campus climate data for PH HE and updates LGBT+ campus climate data for UK HE.

2.2.1.3 Assessing outcomes: Understanding the impact of LGBT+ campus climates

Establishing baseline data to raise institutional awareness and understanding of LGBT+ campus climates is a key step toward improving LGBT+ equality in HE. Once Rankin and colleagues (2010) established baseline US LGBT+ campus climate data, subsequent research focused on investigating the impact of LGBT+ campus climates on LGBT+ student outcomes (see Table 2-2).

One of the challenges in assessing the impact of campus climates on LGBT+ university students is the omission of LGBT+ identities in national surveys (Garvey, 2019). Apart from Greathouse and colleagues' (2018) meta-analysis of four US national surveys: (1) 2017 National Survey of Student Engagement (queer-spectrum = 10,005; trans-spectrum = 500); (2) 2016 Cooperative Institutional Research Program's Freshman Survey (queer-spectrum = 3,571; trans-spectrum = 188); (3) 2016 Student Experience at the Research University Undergraduate Survey (queer-spectrum = 9,879; trans-spectrum = 1,526); (4)

American College Health Association-National Student Health Assessment (queer-spectrum = 3,393; trans-spectrum = 820), most campus climate studies exploring LGBT+ outcomes have primarily been conducted within single US HEIs (e.g. Crane et al., 2020; Garvey et al., 2018; Tetreault et al., 2013).

Another challenge in evaluating research on LGBT+ campus climate outcomes is the inconsistency in how studies operationalise various outcomes (see Table 2-4 and Table 2-5). For example, some studies used self-reported GPAs as a measure of 'academic success' (e.g. Mathies et al., 2019); while others operationalised 'academic success' as overall academic performance and experience of students (e.g. Garvey et al., 2018). In terms of health outcomes, most studies use anxiety/depression symptoms as a measure of 'well-being' (e.g. Greathouse, BrckaLorenz, Hoban, Huesman Jr., et al., 2018; Silverschanz et al., 2008; Woodford et al., 2012). However, it is worth noting that the *lack* of distress symptoms does not necessarily reflect mental health. In other words, it is also important to take into account the *presence* of positive well-being (see Topp et al., 2015 for a review of the WHO-5 Well-Being Index), particularly among marginalised groups such as LGBT+ students. Thus, rather than assessing LGBT+ students' anxiety/depression symptoms, which most US-based LGBT+ campus climate outcomes research focus on, this thesis investigates LGBT+ students' psychological well-being in order to provide a fuller picture of the state and impact of campus climates on LGBT+ university students.

Aside from inconsistent operationalisation of outcomes, another issue in the existing literature relates to how studies vary in the campus climate indicators they explore (see Table 2-3). For instance, some studies include *both* perceptions and experiences as campus climate indicators (e.g. Crane et al., 2020; Woodford et al., 2015). At the same time, whilst most studies focus on the experiential component of campus climate, these studies still vary in how they operationalise 'campus climate experiences' (e.g. Kilgo et al., 2019; Mathies et al., 2019). This thesis addresses this issue by incorporating *multiple* aspects of campus climate perceptions (e.g. institutional support, 'habitus-fit', safety) *and* experiences (e.g. personal and ambient harassment) in exploring *various* academic *and* health outcomes for LGBT+ students (see Table 2-1).

Table 2-3 summarises the campus climate indicators and outcomes measures that existing studies have used. On the other hand, Table 2-4 and Table 2-5 outline how our campus climate outcomes measures compare with existing research on LGBT+ campus climate outcomes.

Table 2-3 Campus climate-Outcomes studies. A summary of indicators and outcomes measures.

ACADEMIC OUTCOMES		
Study	Campus Climate Indicators*	Outcomes Measures/Operationalisation*
Tetreault et al. (2013)	<p>Adapted from Campus Climate & Needs Assessment Instrument (Brown et al., 2002):</p> <p>Perceptions</p> <ul style="list-style-type: none"> - Likelihood of confronting anti-LGBTQ bias - Awareness and use of LGBTQ resources <p>Experiences</p> <ul style="list-style-type: none"> - Anti-LGBTQ harassment 	<p>Retention</p> <ul style="list-style-type: none"> - Thoughts about leaving campus because of the environment for LGBTQ individuals
Woodford & Kulick (2015)	<p>Perceptions</p> <ul style="list-style-type: none"> - Attitudes toward sexual minorities (Perceived Affirming Attitudes Toward Sexual Minorities Scale - Eliason, 1997) - LGB safety across settings - LGB ability to be open <p>Experiences (Heterosexist Harassment Scale - Silverschanz et al., 2008)</p> <ul style="list-style-type: none"> - Personal harassment - Ambient harassment 	<p>Academic integration</p> <ul style="list-style-type: none"> - Academic disengagement (Ramos, 2000) - GPA <p>Social integration</p> <ul style="list-style-type: none"> - Institutional satisfaction, acceptance on campus (General Campus Climate Scale - Cortina et al., 1998)
Garvey et al. (2018)	<p>Perceptions (Transformational Tapestry Model - Rankin & Reason, 2008)</p> <ul style="list-style-type: none"> - General perceptions of equality, diversity, inclusivity - Comfort across settings - Institutional action 	<p>Academic success</p> <ul style="list-style-type: none"> - Academic and intellectual development (Academic and Social System Integration - Pascarella & Terenzini, 1983; Tinto, 1975)
Kilgo et al. (2019)	<p>Experiences</p> <ul style="list-style-type: none"> - High-impact practices (e.g. internship, research; based on Kilgo et al., 2015) 	<p>Academic development</p> <ul style="list-style-type: none"> - Overall satisfaction with academic experience (Pascarella & Terenzini, 2005; General Campus Climate Scale - Cortina et al., 1998)

Study	Campus Climate Indicators*	Outcomes Measures/Operationalisation*
Mathies et al. (2019)	Experiences <ul style="list-style-type: none"> - Hearing “that’s so gay” and “no homo” (LGBQ Microaggressions on Campus Scale - Woodford et al., 2015) 	Academic and intellectual development <ul style="list-style-type: none"> - Overall satisfaction with academic experience (Scale IV - Pascarella & Terenzini, 1980) Academic stress <ul style="list-style-type: none"> - Difficulty meeting academic standards, dissatisfaction with performance (Inventory of College Students’ Recent Life Experiences - Kohn et al., 1990) Academic success <ul style="list-style-type: none"> - Self-reported GPA
Crane et al. (2020)	Perceptions <ul style="list-style-type: none"> - LGBTQ comfort in the classroom (University of South Carolina LGBT Climate Survey - UofSC, 2015) Experiences (Sexual Orientation Microaggressions Inventory - Swann et al., 2016) <ul style="list-style-type: none"> - Personal harassment - Ambient harassment 	Academic persistence <ul style="list-style-type: none"> - Thoughts about leaving HEI to attend a more LGBTQ-friendly HEI
HEALTH OUTCOMES		
Study	Campus Climate Indicators*	Outcomes Measures/Operationalisation*
Woodford et al. (2014)	Experiences <ul style="list-style-type: none"> - Personal harassment - Ambient harassment 	Mental health <ul style="list-style-type: none"> - Anxiety and depression symptoms (Brief Symptom Inventory - Derogatis & Melisaratos, 1993)
Woodford et al. (2015)	Perceptions <ul style="list-style-type: none"> - Attitudes toward sexual minorities (Perceived Affirming Attitudes Toward Sexual Minorities Scale - Eliason, 1997) Experiences <ul style="list-style-type: none"> - Personal harassment (Heterosexist Harassment Scale - Silverschanz et al., 2008) 	Mental health <ul style="list-style-type: none"> - Anxiety and depression symptoms (Brief Symptom Inventory - Derogatis & Melisaratos, 1993) Risk for alcohol abuse (CAGE Inventory - Ewing, 1984) Physical health (National Longitudinal Study of Adolescent Health Survey - ADD Health, n.d.)

ACADEMIC & HEALTH OUTCOMES		
Study	Campus Climate Indicators*	Outcomes Measures/Operationalisation*
Silverschanz et al. (2008)	Experiences (Workplace Heterosexist Experiences Questionnaire - Waldo, 1999) <ul style="list-style-type: none"> - Personal harassment - Ambient harassment 	Academic well-being <ul style="list-style-type: none"> - Social acceptance on campus (General Campus Climate Survey - Cortina et al., 1998) Psychological well-being <ul style="list-style-type: none"> - Anxiety and depression symptoms (Brief Symptom Inventory - Derogatis & Melisaratos, 1993)
Woodford et al. (2012)	Experiences <ul style="list-style-type: none"> - Hearing “that’s so gay” 	Social acceptance on campus (Social Acceptance Scale - Cortina et al., 1998) Well-being <ul style="list-style-type: none"> - Anxiety symptoms (Brief Symptom Inventory - Derogatis & Melisaratos, 1993) - Headaches - Poor appetite
Kulick et al. (2017)	Experiences (LGBQ Microaggressions on Campus Scale - Woodford et al., 2015) <ul style="list-style-type: none"> - Personal harassment - Ambient harassment 	Campus engagement <ul style="list-style-type: none"> - LGBTQ activism - General campus leadership Depression (PHQ-9 Scale - Kroenke & Spitzer, 2002)

Note. This table only includes quantitative studies and is not an exhaustive list of LGBT+ campus climate outcomes studies.

**Terminologies used to describe indicators/outcomes are simplified in relation to the variables used in the PhD thesis. Whenever possible, the variable names and scales used by the original authors are included.*

As Table 2-4 shows, we synthesise existing research on LGBT+ academic outcomes by looking at academic persistence, academic performance, and social identity belonging as LGBT+ academic outcomes.

Table 2-4 Phase 1 academic outcomes in comparison with previous LGBT+ campus climate studies

PhD thesis	Previous LGBT+ campus climate studies
ACADEMIC PERSISTENCE Intentions/thoughts about leaving university	ACADEMIC PERSISTENCE Intentions/thoughts about leaving university (Blumenfeld et al. 2016; Crane et al., 2020; Tetreault et al., 2013)
ACADEMIC PERFORMANCE Self-reported grades	ACADEMIC (DIS)ENGAGEMENT School avoidance (Silverschanz et al., 2008) Student-faculty interaction (Greathouse et al., 2018)
SOCIAL IDENTITY BELONGING Sense of university identification & belonging	ACADEMIC SUCCESS / DEVELOPMENT GPA (Mathies et al., 2019; Woodford & Kulick, 2015) Academic & intellectual development (Garvey et al., 2018; Kilgo et al., 2019) Academic stress (Mathies et al., 2019)
	ACADEMIC INTEGRATION Academic engagement (Woodford & Kulick, 2015) GPA (Woodford & Kulick, 2015)
	ACADEMIC WELL-BEING / SOCIAL INTEGRATION Social acceptance on campus (Silverschanz et al., 2008; Woodford et al., 2012; Woodford & Kulick, 2015) Sense of belonging on campus (Greathouse et al., 2018) Institutional satisfaction (Woodford & Kulick, 2015) Satisfaction with academic & social experiences (Greathouse et al., 2018) Campus engagement (Kulick et al., 2017)

Note. See [Phase 1 survey - notes and revisions](#) for the full items/measures used in the PhD Phase 1 survey

Likewise, as shown in Table 2-5, we focus on the presence of positive well-being by looking at levels of psychological well-being and life satisfaction as LGBT+ health outcomes.

Table 2-5 Phase 1 health outcomes in comparison with previous LGBT+ campus climate studies

PhD thesis	Previous LGBT+ campus climate studies
WELL-BEING	WELL-BEING
Psychological well-being	Anxiety and depression symptoms (Greathouse et al., 2018; Kulick et al., 2017; Silverschanz et al., 2008; Woodford et al., 2012; Woodford et al., 2014; Woodford et al., 2015)
Daily impact of stress/anxiety	Physical health (Woodford et al., 2012; Woodford et al., 2015)
Life satisfaction	Substance abuse (Greathouse et al., 2018; Woodford et al., 2015)

Note. See [Phase 1 survey - notes and revisions](#) for the full items/measures used in the PhD Phase 1 survey

The following subsections will focus on describing key findings from relevant studies to contextualise how this thesis draws and expands on existing research on LGBT+ campus climate outcomes. It should be noted that whilst some studies assessed both academic and health outcomes (Table 2-3), we will present their results according to the following structure for clarity: Section 2.2.1.3.1 presents selected research on LGBT+ academic outcomes; 2.2.1.3.2 presents selected research on LGBT+ health outcomes; 2.2.1.3.3 presents selected campus climate research on underrepresented groups within the LGBT+ community such as LGBT+ POC, LGBT+ with disabilities, bisexual and trans students.

2.2.1.3.1 Academic outcomes

Since academic persistence is a key component of academic success (York et al., 2015), various LGBT+ campus climate researchers have focused on examining the impact of LGBT+ campus climates on LGBT+ students' academic persistence (e.g. Blumenfeld et al., 2016; Crane et al., 2020; Tetreault et al., 2013). For instance, using data from Rankin and colleagues' (2010) landmark study, Blumenfeld and colleagues (2016) employed Phenomenological Grounded Theory to qualitatively analyse 5,149 LGBQ university students', faculty, staff, and administrators' survey responses to open-ended questions about academic persistence: "why they considered leaving [their HEI] and why did they decide to stay?" (p. 7). Blumenfeld and colleagues (2016) summarised their findings using two themes: "Positive Campus Climate" and "Negative Campus Climate".

Positive campus climate experiences included feeling physically safe and emotionally comfortable being out at university. According to Blumenfeld and colleagues (2016), explicit institutional support from students and staff (e.g. openly discussing LGBT+ issues), particularly within specific departments (e.g. liberal arts, humanities, social sciences) contributed to LGBQ respondents' feelings of comfort and safety, which made them want to stay in their HEIs despite the presence of an overall negative campus climate. Conversely, negative campus climate experiences centred on feeling unsafe towards being out on campus due to direct (e.g. physical assault) and indirect (e.g. anti-LGBT+ slurs) forms of harassment. Specifically, experiencing a general "climate of fear", especially within traditionally male-dominated disciplines (e.g. athletics,

law, mathematics) and religious HEIs, pushed LGBQ respondents to remain closeted and negatively impacted their intentions to stay in university. Overall, Blumenfeld and colleagues' (2016) findings reflected the prevalence of negative cis-heterosexist campus climates. LGBQ respondents who experienced unwelcoming and hostile campus climates expressed lower interest in remaining at their HEIs; while those who experienced more positive and supportive campus climates discussed intentions to leave least often. Interestingly, Blumenfeld and colleagues' (2016) qualitative results also indicated that although a large number of LGBQ students considered leaving their HEIs as a result of negative LGBT+ campus climates, many decided to stay with some even getting involved in activism to improve the campus climate for LGBQ individuals in their HEIs.

Utilising a quantitative approach, Tetreault and colleagues (2013) surveyed 77 LGBTQ students at a predominantly white, large, midwestern US HEI to assess their campus experiences, perceptions, awareness and use of LGBTQ resources, and thoughts about leaving university. Their results indicated that 65% of LGBTQ students had concealed their sexual orientation/gender identity (SOGI) to avoid harassment on campus; 60% reported not having attended LGBTQ campus events/programmes; 38% reported experiencing anti-LGBTQ harassment on campus in the past year; and 26% had thought about leaving their HEI due to the campus environment for LGBTQ individuals. Results of their ANOVA and cluster analysis further showed that compared to LGBTQ students who were out and those who were moderately open about their SOGI, LGBTQ students who had experienced anti-LGBTQ bias and were less open about their SOGI were the most likely to have thought about leaving their HEI because of its environment for LGBTQ people. Overall, Tetreault and colleagues (2013) concluded that LGBTQ students' experiences of anti-LGBTQ bias from students and staff, and their level of social support and outness about their SOGI are key factors for academic persistence.

In a more recent study, Crane and colleagues (2020) surveyed 152 LGBTQ undergraduate and postgraduate students at a large, public southern US HEI to examine the relationship between negative campus climates and LGBTQ students' academic persistence. Results of their mediation analyses suggested that LGBTQ students who experience higher levels of LGBTQ microaggressions on

campus feel higher levels of discomfort in classrooms, which in turn increases their intentions of leaving their HEI.

Despite being limited to single US HEIs, Tetreault and colleagues' (2013) and Crane and colleagues' (2020) investigations demonstrated how negative campus climates adversely impact LGBT+ students' intentions of remaining within their HEIs. Additionally, Tetreault and colleagues' (2013) results hinted at the potential role of social support and LGBT+ outness levels as protective/risk factors in the campus climate - outcome relationship - a finding which later studies (e.g. Woodford et al., 2014; Woodford et al., 2015), including this thesis, further explores. Likewise, Crane and colleagues' (2020) findings on the impact of LGBTQ microaggressions underscored the importance of paying attention to more 'modern' forms of anti-LGBT+ prejudice and how it impacts LGBT+ student outcomes (see also Mathies et al., 2019). Because modern anti-LGBT+ prejudice manifests as a subtler and more covert form of harassment (Morrison & Morrison, 2003) - for instance making anti-LGBT+ jokes and saying "that's so gay" - they can be easier to miss. However, regardless of form, anti-LGBT+ prejudice inevitably contributes to negative campus climates. That is, aside from negatively impacting various academic outcomes such as persistence (Crane et al., 2020), performance (Mathies et al., 2019), and sense of belonging/integration on campus (Woodford et al., 2012; Woodford & Kulick, 2015), negative campus climates also adversely impact a host of LGBT+ health outcomes as discussed in the next subsection (2.2.1.3.2).

Extending the investigation to the impact of the different facets of campus climate on LGBT+ academic outcomes (see Table 2-3), Woodford and Kulick (2015) examined the relationships among 381 LGB students' campus climate *perceptions* (e.g. safety), *experiences* of personal and ambient harassment (e.g. anti-LGB comments), levels of academic (e.g. engagement, performance) and social (e.g. satisfaction, acceptance) integration at a large, public Midwest US HEI. Consistent with the literature, the LGB students in Woodford and Kulick's (2015) study reported moderately hostile campus climates. Specifically, their respondents perceived campus spaces to be "somewhat safe" for LGB people with 85% reporting that they have experienced ambient harassment at least once in the past year and 35% reporting direct experiences of personal harassment on

campus at least once in the past year. Overall, Woodford and Kulick's (2015) regression results indicated that on the one hand, campus climate perceptions significantly predict LGB students' social integration on campus. On the other hand, campus experiences of personal and ambient harassment significantly predict LGB students' academic integration. Taken together, these findings reiterate the multi-faceted nature of campus climate as construct (see 2.1). More importantly however, it highlights the value in nuancing the perceptual and experiential components of campus climate since the salience of each component can differ across outcomes. Nuancing the perceptual component even further, Woodford and Kulick (2015) also noted that LGB students' perceived ability to be open - rather than perceptions of campus safety and campus attitudes toward LGB - appeared as the most salient predictor of LGB students' feelings of acceptance and fit on campus.

Similarly, in another study, Garvey and colleagues (2018) broke down campus climate perceptions into (1) general perceptions (e.g. not homophobic-homophobic); (2) perceptions of comfort (e.g. how comfortable are you with the climate in your academic college?); (3) institutional action perceptions (e.g. increasing diversity of the faculty and staff), to explore its impact on queer-spectrum undergraduate students' academic success (see Table 2-3). Results of their linear regression analysis showed that all three perceptual components explained 23% of the variance in queer-spectrum students' academic success. Supporting Woodford and Kulick's (2015) findings, Garvey and colleagues (2018) noted how perceptions of comfort ($\beta = .38, p < .001$) was the strongest predictor of queer-spectrum students' academic success; followed by institutional action perceptions ($\beta = .11, p < .001$) and general campus perceptions ($\beta = .08, p < .01$). Again, these findings reiterate the need to nuance the different components of campus climate as their relative importance can differ across outcomes. Since this thesis examines different academic and well-being outcomes, we included multiple measures of campus climate perceptions and experiences in our Phase 1 survey (see Table 2-1 and 3.2.2).

2.2.1.3.2 Health outcomes

Various studies have provided evidence for the adverse impact of negative campus climates on LGBT+ students' health outcomes (Table 2-5). For instance,

Silverschanz and colleagues (2008) examined the associations between experiences of harassment and well-being among 3,128 northwestern US university students (heterosexual = 2,770; sexual minority = 348). Echoing previous studies, results of their survey revealed that 57% of sexual minority students experienced campus harassment in the past year, compared to only 39% of heterosexual students. In addition, they found that students who experienced *both* ambient harassment (e.g. hearing offensive jokes about LGB people) and personal harassment (e.g. being directly called homophobic names) reported worse well-being than those who only encountered ambient harassment and no harassment at all. To our knowledge, Silverschanz and colleagues' (2008) study was one of the first to examine the impact of personal (direct) and ambient (witnessed) harassment on LGB students' well-being. Subsequent studies (e.g. Mathies et al., 2019; Woodford et al., 2012), including this thesis, have adopted this nuanced approach.

For example, further emphasising the importance of the type/form of discrimination, Woodford and colleagues (2014) later examined the relationships among 2,428 students' (LGB = 426, heterosexual = 2,002) personal and ambient experiences of hostility (e.g. verbal/physical assault), incivility (e.g. being ignored/stared at), heterosexist harassment (e.g. anti-LGB comments); and symptoms of anxiety and depression, at a large, public Midwest US HEI. Corroborating Silverschanz and colleagues' (2008) results, they found that regardless of type/form, LGB students experienced higher levels of campus discrimination than their heterosexual counterparts. Moreover, LGB students significantly reported higher levels of anxiety and depression symptoms than heterosexual students. Based on their mediation results, Woodford and colleagues (2014) concluded that LGB identity was a risk factor for mental health issues due to the negative impact of experiencing personal and/or ambient campus discrimination. Put differently, their findings implied that even just witnessing subtle anti-LGBT+ slights on campus can negatively impact LGBT+ students' mental well-being.

In fact, in another study, Woodford and colleagues (2012) examined the relationships among hearing the phrase "that's so gay" and 114 GLB students' level of outness on campus, feelings of social acceptance, and physical well-

being at a large, public Midwest US HEI. Their results revealed the ongoing prevalence of anti-GLB verbal harassment, which has been documented across quantitative (e.g. D'Augelli, 1992; Rankin, 2003) and qualitative (e.g. Evans, 2001; Robinson-Keilig, 2003) studies. Overall, their survey indicated that 87% of GLB students reported hearing “that’s so gay” at least once on campus. More importantly, however, they concluded that GLB students who heard the anti-GLB phrase more often reported lower levels of physical well-being and social acceptance on campus. In other words, Woodford and colleagues’ (2012) findings suggested the harmful effects of ambient harassment on various LGBT+ health outcomes. Given the anecdotal shift to more indirect manifestations of modern anti-LGBT+ prejudice (see Chapter 1; Morrison et al., 2009), we deemed it essential to include measures of both personal and ambient harassment in our campus climate survey (Table 2-1).

Notably, the studies mentioned above have thus far focused on the impact of campus climate *experiences* on LGBT+ health outcomes (see also Table 2-3). Expanding the literature to other aspects of campus climate, Woodford and colleagues (2015) incorporated the perceptual component of campus climate in their investigation of the impact of campus climate on LGB students’ depression and anxiety symptoms, alcohol abuse, and physical health. They also explored the potential protective impact of self-esteem, physical exercise, number of LGB friends, and instructor relations on these health outcomes. Based on a survey of 326 LGB students from a large Midwest US HEI, their regression results indicated that only experiences (not perceptions) of campus harassment significantly predicted LGB students’ health outcomes. Their moderation results also suggested that higher levels of self-esteem, having more LGB friends, and exercising more regularly can buffer LGB students from the negative impact of campus harassment on alcohol abuse, depression, and anxiety; while positive instructor relations can buffer LGB students from the negative impact of campus harassment on physical health. Echoing HE research on other minoritised groups (e.g. Gwayi-Chore et al., 2021; Miller & Downey, 2020; Stuart, 2009), Woodford and colleagues’ (2015) study underscored the importance of social support (e.g. LGB friends, university staff) in ameliorating the impact of negative campus climates on LGB students’ health outcomes.

At this point, it is worth reiterating that the studies above primarily used negative health symptom scales such as the Brief Symptom Inventory (BSI; Derogatis & Melisaratos, 1983), PHQ-9 Scale (Kroenke et al., 2001), CAGE Questionnaire (Ewing, 1984) as proxies for well-being (see Table 2-5). However, while it is important to examine how negative campus climates can contribute to negative health symptoms, it is equally important to look at how campus climates can impact LGBT+ students' health outcomes using measures of 'positive' well-being. Therefore, to expand the LGBT+ campus climate health outcomes literature, we also included a direct measure of psychological well-being (e.g. World Health Organization - Five Well-Being Index; World Health Organization, 1998) in our campus climate online survey.

Overall, the studies described above highlight the centrality of campus climate for LGBT+ student outcomes in HE. Given the lack of LGBT+ campus climate studies outside the US HE context, research exploring the current campus climate and its impact on UK and PH LGBT+ students' academic and well-being outcomes is warranted. Moreover, as this literature review has demonstrated, existing work is mostly based within single, predominantly white US HEIs and tends to focus on the impact of *one* aspect of campus climate - i.e. either perceptions *or* experiences - on *either* academic *or* health outcomes. This thesis makes a unique contribution by assessing various aspects of campus climate - attitudes, perceptions, *and* experiences (Table 2-1) - and their impact on various academic *and* well-being outcomes (Table 2-4, Table 2-5) for LGBT+ students across multiple UK and PH HEIs.

The next section caps this review by providing selected examples of recent studies specifically exploring the campus climate for underrepresented groups within the LGBT+ community. A brief discussion of LGBT+ inclusive initiatives in relation to campus climates is also included.

2.2.1.3.3 Campus climate for underrepresented groups within the LGBT+ community

The use of the term 'LGBT/LGBTQ campus climate study' to label studies exploring the campus climate for LGBT+ students proliferate the literature even though historically most of these studies only focus on lesbian/gay students (e.g. see D'Augelli, 1992 in 2.2.1.1). While there has been a longstanding call for

more nuanced analyses that tease apart the experiences of each SOGI grouping (see Worthen, 2012 for a more thorough discussion), intersectional campus climate assessments presenting disaggregated findings remain scant.

For example, in a review of academic journal articles published between 2000 and 2003, Dilley (2004) found that only two campus climate studies directly foregrounded trans identities (i.e. Lovaas et al., 2002; Sausa, 2002). Tavares (2022) made a similar point in relation to bisexual identities whose experiences tend to be collapsed with lesbian/gay students even though they face bisexual-specific minority stressors within the LGBT+ community. Ultimately, in her overview of the state and status of LGBT research in HE, Renn (2010) highlighted the lack of more nuanced and intersectional HE research as she identified empirical work on the “intersections of LGBT identities with race, gender, class, and religious and cultural identities in higher education...[along with] country-based and international comparative studies of LGBT issues in higher education” (p. 138) as key topics for advancing LGBT+ HE research. Although we do not directly use intersectionality as a guiding framework, our research partly addresses Renn’s (2010) points by exploring LGBT+ experiences - including those of trans and LGBT+ POC - using a comparative approach involving two different national contexts.

Likewise, partly addressing Renn’s (2010) points using a phenomenological approach, Gwayi-Chore and colleagues (2021) conducted 17 focus group discussions with 28 faculty/staff and 36 students, stratified by self-identified SOGI and ethnic/racial identity, to assess climate perceptions and experiences in relation to campus roles and social identities at a large Pacific Northwest US HEI. Their qualitative results indicated that SOGI and ethnic/racial identities significantly shaped participants’ campus climate perceptions and experiences as those who self-identified as “POC, LGBTQIA, and/or female characterized the current [university] climate as ‘somewhat uncomfortable’ or ‘very uncomfortable’ more often than their White, male, and non-LGBTQIA peers who often expressed a ‘very good’ level of comfort” (Gwayi-Chore et al., 2021, p. 4). Specifically, female-identifying participants emphasised persistent encounters of male privilege and misogynistic microaggressions, while POC participants particularly disclosed feeling “excluded, discriminated against, or made invisible

in a ‘White-centered’ environment” (p. 6). Building on these findings, Gwayi-Chore and colleagues’ (2021) key recommendations included improving equality, diversity, inclusion (EDI) practices through continuous mandatory EDI training for HE staff and designing more representative and inclusive curricula to promote campus climates that are explicitly anti-sexism, anti-transphobia, anti-heterosexism, and anti-racism.

In another study focusing on intersectional LGBT+ identities, Miller and Downey (2020) specifically examined the campus climate for queer students with disabilities in science, technology, engineering, and math (STEM). Interviews with five students at a predominantly white southern US HEI revealed that queer students with disabilities typically experienced “male-centered, heteronormative STEM spaces, physical and social inaccessibility on campus, a lack of intersectional resources, and marginalization in and out of the classroom” (Miller & Downey, 2020, p. 169). Overall, Miller and Downey’s (2020) findings reiterated the need to consider the intersections of multiple marginalised identities as different configurations of SOGI alongside other social identities can give rise to distinct needs and experiences that are often overlooked within traditionally cis-heteronormative institutions and/or stereotypically white LGBT+ spaces.

Recognising the diversity of experiences within the LGBT+ community, Tavarez (2022) interviewed one pansexual and eight bisexual students from various US HEIs to explore their experiences of bisexual-specific stress and its impact on their participation within LGBTQ campus spaces. Applying a minority stress framework (Meyer, 2007), Tavarez (2022) described how chronic exposure to distal (e.g. stereotypes invalidating bisexuality) and proximal (e.g. internalised biphobia) bisexual-specific minority stressors within LGBTQ campus spaces resulted in bisexual students’ disengagement from these spaces. She also noted how formal HE structures such as LGBTQ resource centres predominantly catered to a “demographically homogeneous” group of cisgender gay and lesbian students and were thus “insufficient in representing and supporting bisexual students” (p. 172). Echoing the results of Miller and Downey’s (2020) and Gwayi-Chore and colleagues’ (2021) studies, Tavarez’s (2022) findings highlight the lack

of diversity and representation within supposedly safe and inclusive campus spaces for LGBT+ students.

Overall, the recent but limited work explicitly exploring LGBT+ intersectional identities highlight the compounded minority stress, discomfort, and lack of support that LGBT+ students with multiple minoritised social identities encounter. As HE spaces, by default, perpetuate white, cis-heteronormative male norms (see Duran, 2019; Lange et al., 2019 for more detailed and updated reviews). Importantly, our review emphasises the ongoing lack of *intersectional* LGBT+ resources across HE, which is particularly problematic for marginalised groups within the LGBT+ community. For instance, bisexual, trans, LGBT+ with disabilities, and LGBT+ POC students, who are forced to negotiate multiple forms of oppression across HE spaces that may only consider one part of their identity (Duran, 2019; Miller & Downey, 2020). Put briefly, although LGBT+ individuals may share a common experience of prejudice and discrimination, they are not a monolithic group; as bisexual, trans, LGBT+ with disabilities, and LGBT+ POC students with intersectional identities arguably experience heightened barriers and greater needs specific to their respective identities (e.g. biphobia - Tavarez, 2022; transphobia - Siegel, 2019; isolation/invisibility - Miller & Downey, 2020; racism - Gwayi-Chore et al., 2021).

Therefore, regularly conducting campus climate studies to assess the state of EDI practices and to track the impact of EDI initiatives is crucial for addressing such intersectional inequalities as they affect student experiences and student learning outcomes. Our research addresses this need by providing baseline PH campus climate data to assess the state of LGBT+ inclusion in PH HE and updating UK campus climate data to review the state of LGBT+ equality in UK HE, especially for underrepresented LGBT+ identities such as trans and LGBT+ POC students.

Although campus climate assessments can be useful in evaluating the impact of EDI initiatives, only a few studies have directly explored the impact of LGBT+ inclusive policies and programmes on campus climate (e.g. Evans, 2002 - LGBT Safe Zone Project; Katz et al., 2016 - Safe zone symbol; Pitcher et al., 2018 - LGBTQ resource centres; Woodford et al., 2018 - LGBTQ policies). For instance, Evans (2002) used ethnography to assess the impact of an LGBT Safe Zone

project at a predominantly white US HEI. Based on 42 individual interviews with LGBT students, staff, and allies, Evans (2002) noted the positive impact of LGBT Safe Zone stickers towards improving LGBT visibility on campus, which helped the LGBT students and staff in her study feel “welcome, safe, and valued” in their HEI (p. 537).

In a later study, Katz and colleagues (2016) provided experimental evidence supporting Evans’ (2002) conclusions as they found that undergraduate students who were shown a fictitious syllabus with a Safe Zone symbol perceived more positive LGBTQ campus climates than those who viewed a syllabus without one. Similarly, recent studies by Pitcher and colleagues (2018) and Woodford and colleagues (2018) illustrated the importance of LGBT+ policies and programmes for improving LGBT+ student experiences and outcomes. Using organizational theory, Pitcher and colleagues (2018) analysed how LGBTQ+ policies, programmes, and services support LGBTQ+ students. Based on 60 student interviews, they concluded that LGBTQ+ resource centres and student organisations served as key physical spaces that helped LGBTQ+ students feel safe and supported on campus; while LGBTQ+ policies functioned as an important “symbolic act” of LGBTQ+ institutional support (Pitcher et al., 2018, p. 125). Complementing Pitcher and colleagues’ (2018) qualitative study, Woodford and colleagues (2018) quantitatively explored the impact of LGBTQ policies and resources on cis-LGBQ+ students’ campus climate experiences and psychological well-being. Overall, their structural equation modelling results suggested that LGBTQ non-discrimination policies, LGBTQ courses, and LGBTQ student organisations were associated with lower levels of anti-LGBQ discrimination, less distress, and higher levels of self-acceptance among cis-LGBQ+ students.

Collectively, the findings of these studies highlight the positive impact of LGBT+ visibility and representation in HE policies and programmes. Although such initiatives are few and rarely empirically evaluated, they inform Phase 3 of our research, which builds on these findings by exploring the availability and accessibility of LGBT+ policies and resources, and how LGBT+ identities and issues are presented across UK and PH university websites (see Chapter 6).

2.2.1.4 Summary of ‘physical’ LGBT+ campus climate research

To summarise, the studies reviewed in this section demonstrate the usefulness of campus climate studies in raising institutional awareness of LGBT+ issues and evaluating the state of LGBT+ equality in HE. As Greathouse and colleagues (2018) aptly summarised in their analysis of seven US national datasets, which includes a combined 66,208 queer-spectrum and 6,607 trans-spectrum survey participants from 918 US HEIs:

...profound disparities [exist] between queer-spectrum and trans-spectrum students and their heterosexual and cisgender counterparts...[queer-spectrum and trans-spectrum students are] less likely to feel valued by their institution...or experience a sense of belonging similar to their heterosexual and cisgender peers...[they are also] significantly more likely to have experiences with harassment and discrimination and less likely to view their campus as safe and secure...(pp. 37-38)

Therefore, existing research over the past 10 years suggests that, despite the introduction of LGBT+ inclusive initiatives, LGBT+ students still experience disparate ‘physical’ campus climates, academic, and health outcomes. The next section reviews the growing literature on digital LGBT+ campus climates.

2.2.2 Digital LGBT+ campus climates

In addition to the rising focus on the campus climate for underrepresented and intersectional LGBT+ identities such as LGBT+ outside US HE, bisexual, trans, LGBT+ with disabilities, and LGBT+ POC, another area that has received recent attention within HE research is digital LGBT+ campus climates (e.g. Pryor & Nachman, 2021; Schenk Martin et al., 2019; Taylor et al., 2018). As the previous section demonstrates, majority of LGBT+ campus climate research has focused on ‘physical’ campus climates (see Rankin et al., 2019 for a retrospective of US LGBT+ HE research from 1990-2020). However, we are living in an increasingly ‘digital world’ where many students are growing up as ‘digital natives’ and distance learning/online courses are becoming progressively normalised (Stewart, 2020).

More importantly, as the COVID-19 pandemic has demonstrated, digital campus environments are important because “higher education also exists in a highly

complex digital world” (Nachman & Brown, 2019, p. 211). In fact, Killen and Langer-Crame’s (2021) survey on UK students’ digital experience during the pandemic indicated that students appreciate the convenience and flexibility of online learning.

As a more easily accessible first point of contact for university students, HEI websites can shape prospective and current students’ campus perceptions and experiences (Lazetic, 2020; Saichaie & Morpew, 2014; Schimmel et al., 2010). At the same time, it can be argued that unlike physical spaces, digital environments (e.g. websites, online forums, social media platforms) can function as key spaces for individuals who identify as LGBT+ because they can provide resources, support, and social connections while maintaining one’s sense of safety and anonymity (McKinley et al., 2014; Schenk Martin et al., 2019; Simms et al., 2021). In other words, it can be relevant to consider ‘digital’ campus spaces separately from ‘physical’ campus spaces especially for LGBT+ students.

Recognising the importance of the digital environment for prospective LGBT+ students, Taylor and colleagues (2018) examined the digital LGBTQ+ campus climate at nine US community colleges through a content analysis of their institutional websites. Results of their frequency analyses showed ‘mixed’ digital LGBTQ+ campus climates as the amount of information regarding available LGBTQ+ support infrastructures varied across HEI websites. Although all nine HEIs provided information about LGBTQ+ non-discrimination policies on their webpages, content analysis showed little evidence of diverse LGBTQ+ resources, programmes, and services. Taylor and colleagues (2018) specifically noted the lack of information clarity across LGBTQ+ related university webpages. For example, they found that while HEI webpages explicitly mentioned ‘sexual orientation’ within non-discrimination policy statements, the inclusion of ‘gender identity’ was less consistent across HEIs. Additionally, most LGBTQ+ related university webpages also lacked basic information such as contact details of LGBTQ+ student groups; descriptions, dates, and locations of LGBTQ+ events. As one of the first studies to explore digital LGBT+ campus climates, Taylor and colleagues (2018) concluded that digital campus climates are “not welcoming to prospective LGBTQ+ students” (p. 155).

Building on Taylor and colleagues' (2018) work, Schenk Martin and colleagues (2019) evaluated the online accessibility of LGBTQ+ resources and how LGBTQ+ information is presented across Canadian university websites. Echoing Taylor and colleagues' (2018) US-based results, Schenk Martin and colleagues' (2019) content analysis of 45 HEI webpages revealed the lack of ongoing and accessible resources for LGBTQ+ students in Canadian HEIs. Frequency analysis indicated that: (1) 14 out of 33 HEIs (42%) had no relevant information about LGBTQ+ resources on their websites; (2) only 18 out of 45 (40%) webpages included LGBTQ+ related images; (3) only 10 out of 45 webpages (22%) explicitly mentioned intersectional LGBTQ+ identities (e.g. LGBTQ+ POC, LGBTQ+ with disabilities); and (4) only 6 out of 45 (13%) webpages explicitly referred to 'less common' queer identities (e.g. asexual, pansexual). Notably, their results also showed that 5 out of 45 (11%) webpages still used outdated terminology (e.g. 'homosexual', 'transgendered') to refer to LGBTQ+ identities, thus reinforcing the need to improve digital LGBT+ campus climates.

In sum, Taylor and colleagues' (2018) and Schenk Martin and colleagues' (2019) studies focused on *what* can be found in HEI websites. By evaluating the types of LGBT+ related information (e.g. policies, programmes/services, resources) available on HEI websites, their studies arguably provided a more 'objective' indicator of LGBT+ campus climates. In line with our goal of providing a fuller picture of UK and PH LGBT+ campus climates, Phase 3 of this thesis adapted Taylor and colleagues' (2018) and Schenk Martin and colleagues' (2019) *quantitative* content analysis of HEI websites to complement our assessment of student perceptions and experiences in Phases 1-2.

In a recent study, Pryor and Nachman (2021) used critical discourse analysis to explore *how* three US HEIs 'represent' LGBTQ+ resources in their LGBTQ+ Campus Resource Centre webpages. Overall, Pryor and Nachman's findings (2021) highlighted the dominance and perpetuation of "homonormative whiteness" as they noted the lack of representation and recognition of queer and trans people of colour (QTPOC) identities across LGBTQ+ related university webpages. For instance, none of the webpages included specific resources for QTPOC or mentioned pansexual identities. Drawing on Pryor and Nachman's

(2021) work, Phase 3 of this thesis also included a *qualitative* content analysis exploring *how* HEI webpages present LGBT+ identities and issues.

On the whole, digital LGBT+ campus climate studies underscore the importance of broadening campus climate assessments to include online environments, particularly for LGBT+ students who may consider digital spaces as a more accessible and safer first point of contact for finding LGBT+ related university resources and support services (McKinley et al., 2014; Schenk Martin et al., 2019). As an emerging research area, digital LGBT+ campus climate studies can complement physical campus climate assessments by providing a more 'objective' indicator of the availability and visibility of existing LGBT+ university policies, programmes, and support infrastructures (Schenk Martin et al., 2019; Taylor et al., 2018). Put another way, exploring university websites can be indicative of HEIs' institutional values and stance toward LGBT+ identities and issues (Nachman & Brown, 2019; Pryor & Nachman, 2021). Although the limited number of digital LGBT+ campus climate studies described above seem to mirror the results of physical LGBT+ campus climate studies, it should be noted that 'physical' and 'digital' spaces are still distinct from one another - a positive/negative digital LGBT+ campus climate may not necessarily translate to a positive/negative physical LGBT+ campus climate. Assessing both physical and digital LGBT+ campus climates can provide a more holistic understanding of the current state of HE for LGBT+ students.

2.3 Synthesis

LGBT+ campus climate studies over the past three decades indicate that university environments remain unwelcoming, if not hostile, to LGBT+ students who continue to experience anti-LGBT+ prejudice, discrimination, and disparate academic and well-being outcomes within HE. Although campus climate research has been instrumental toward increasing the visibility of LGBT+ students and the inequities that they face within HE, the literature reviewed above shows that majority of this work has been limited to single-institutional quantitative *or* qualitative *physical* campus climate assessments within the US HE context. While it is plausible that negative LGBT+ campus climates is a global phenomenon (e.g. Australia - Ferfolja et al., 2020; UK - National Union of Students, 2014; USA - Rankin et al., 2019; Canada - Schenk Martin et al., 2019), a multi-institutional

comparative campus climate assessment between two different national contexts can provide a more nuanced understanding of LGBT+ campus climates leading to well-substantiated recommendations for improving LGBT+ inclusion in HE and advancing LGBT+ equality globally.

Our work builds on the strengths of the campus climate studies reviewed in this chapter. Adopting the strengths of previous campus climate studies (e.g. Brown et al., 2004; Rankin et al., 2010; Vaccaro, 2012), we utilised a ‘multiple perspective’ approach to provide a fuller picture of the current campus climate for LGBT+ students outside of the US HE context. However, addressing the limitations of its predecessors, we employed a multi-phased, mixed-method integrative approach that cumulatively builds on the findings of each phase.

Aside from conducting a more detailed assessment of physical LGBT+ campus climates by comparing multiple aspects of campus climate attitudes, perceptions, and experiences of LGBT+ and cis-heterosexual students, we also investigated UK and PH students’ academic and well-being outcomes and incorporated a general assessment of digital LGBT+ campus climates. Specifically, Phase 1 involved a large-scale online survey examining general campus climates and outcomes across multiple UK and PH HEIs. This quantitative assessment was supplemented by Phase 2 which involved qualitative focus groups and interviews exploring lived experiences of how campus climates impact UK and PH LGBT+ university students. Finally, drawing on key Phase 1-2 findings, our Phase 3 content analysis of UK and PH university websites complemented our assessment of student perceptions and experiences of physical campus climates by evaluating the availability and visibility of LGBT+ university policies and resources and providing an overview of digital LGBT+ campus climates.

Overall, our study contributes to the growing LGBT+ campus climate literature by (1) providing baseline LGBT+ campus climate data for PH HE, (2) updating LGBT+ campus climate data for UK HE, and (3) offering specific recommendations for improving LGBT+ inclusion in HE globally. The next chapter details the methodology of our multi-phased, mixed-method, cross-country comparative assessment of LGBT+ campus climates in the UK and Philippines.

Chapter 3 Method

3.1 Design overview

A concurrent triangulation design mixed-method approach was employed to collect diverse but complementary data strands that provides a more holistic and well-substantiated picture of the current campus climate for UK and PH LGBT+ students. The triangulation design is the most popular mixed-method design because it is an intuitive and efficient approach for researchers new to mixed methods research (Creswell & Plano Clark, 2007; Morse, 1991).

In a concurrent triangulation design, quantitative and qualitative data are given equal emphasis and are merged during interpretation in order to draw valid conclusions about a single phenomenon (Creswell & Plano Clark, 2007). Thus, apart from being a practical choice for postgraduate researchers, this design matches our objectives of providing a comprehensive understanding of the current campus climate for UK and PH LGBT+ students, leading to well-substantiated recommendations for improving LGBT+ inclusion in HE.

By adopting a triangulation mixed-method approach, we integrate the strengths of previous campus climate studies, most of which have employed *either* a quantitative (e.g. Waldo, 1998) *or* a qualitative (e.g. Robinson-Keilig, 2003) design. Moreover, we take this further by utilising an integrative multi-phased approach that cumulatively builds on the findings of each phase. Whereas previous investigations typically assessed *either* physical (e.g. Rankin et al., 2010) *or* digital (e.g. Taylor et al., 2018) LGBT+ campus climates focusing on *either* perceptions (e.g. Brown et al., 2004), experiences (e.g. Evans, 2001), policies (e.g. Evans, 2002), or their outcomes (e.g. Greathouse, BrckaLorenz, Hoban, Huesman Jr., et al., 2018), the present project assesses both physical *and* digital LGBT+ campus climates and investigates *all* the aforementioned variables using multiple methods embedded within a concurrent triangulation mixed-method design.

As stated previously, the project was undertaken in three phases:

Phase 1 (see 3.2) focused on a cross-country comparative quantitative assessment of the general campus climate in UK and PH HEIs. Data was collected from UK and PH university students using an online survey that comprised selected items adapted from standardised measures used in past studies on LGBT+ individuals (e.g. Badgett et al., 2009; Government Equalities Office, 2018; Herek, 1993; Morrison & Morrison, 2003) and questionnaires used in previous LGBT+ campus climate studies (e.g. Brown et al., 2004; Ellis, 2009; Rankin et al., 2010; Tetreault et al., 2013). The survey assessed students' (1) attitudes toward LGBT+ (i.e. traditional and modern anti-LGBT+ prejudice), (2) experiences of harassment (i.e. personal and ambient), (3) perceptions of the campus climate (i.e. feelings of safety and comfort, level of inclusivity, and adequacy of institutional response to LGBT+ issues), (4) well-being (i.e. psychological well-being, life satisfaction, and social identity belonging); (5) academic outcomes (i.e. self-reported academic performance and academic persistence).

Phase 2 (see 3.3) involved a qualitative exploration of the experiences of UK and PH LGBT+ university students, with specific attention to how national (country) and institutional (HEI) contexts impact LGBT+ campus climates. Focus groups and interviews were conducted with UK and PH LGBT+ university students to provide a more in-depth exploration of their *lived* experiences at university and *how* LGBT+ campus climates at their HEIs impact them.

Phase 3 (see 3.4) centred on providing an overview of the current digital campus climate for LGBT+ students in UK and PH HE, with a particular focus on documenting the existence and visibility of LGBT+ inclusive university policies and resources across university webpages. This involved a content analysis of four case study HEI websites (UK/PH better practice toward LGBT+ inclusion, UK/PH weaker practice toward LGBT+ inclusion).

Ethical approval (see 3.5) was obtained from the University of Glasgow's College of Science and Engineering Ethics Committee prior to the commencement of the study.

3.2 Phase 1: Quantitative study of ‘physical’ LGBT+ campus climates

Quantitative approaches allow for some generalisability. A quantitative campus climate study can produce compelling evidence through generalisable statistics summarising the percentage of LGBT+ students adversely impacted by negative campus climates, examining outcome disparities between LGBT+ and cis-heterosexual students, and predicting the factors that contribute to positive and negative LGBT+ campus climates.

Phase 1 data was collected through a large-scale online survey that comprised selected items adapted from standardised measures and existing LGBT+ campus climate questionnaires (see 3.2.2).

3.2.1 Participants

For the overall Phase 1 sample, 72% were undergraduate students, 29% self-identified as LGBT+ (LGBT+ = 469 [UK], 408 [PH]); cis-heterosexual = 960 [UK], 1,147 [PH]). Table 3-1 summarises Phase 1 participants’ demographic details broken down per country. 69% of PH participants considered religion important in their lives. This pattern was reversed in our UK sample wherein 77% considered religion as not important in their lives. Apart from the difference in religiosity levels, our UK and PH samples were relatively similar across demographic variables.

Table 3-2 presents LGBT+ specific demographic details broken down per country. 43% of UK LGBT+ students expressed feeling ‘very comfortable’ being an LGBT+ person at their university, compared to only 29% among PH LGBT+ students. 11% of PH LGBT+ students reported fearing for their safety at university, compared to 8% of UK LGBT+ students. Around 40% of UK and PH LGBT+ students disclosed hiding their sexual orientation at university; 23% of PH LGBT+ students reported avoiding expressing their gender identity, compared to 12% of UK LGBT+ students.

The next two subsections discuss key sample details for each country.

Table 3-1 Demographic characteristics of Phase 1 participants

Demographic	UK		PH		Full sample	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sexual orientation						
Asexual	32	2.24	42	2.70	74	2.48
Bisexual	236	16.52	206	13.25	442	14.81
Gay or lesbian	123	8.61	64	4.12	187	6.27
Heterosexual	966	67.60	1172	75.37	2138	71.65
Other	57	3.99	58	3.73	115	3.85
Gender						
Female	962	67.32	980	63.02	1942	65.08
Male	416	29.11	467	30.03	883	29.59
Non-binary	29	2.03	71	4.57	100	3.35
Prefer to self-describe	14	0.98	31	1.99	45	1.51
Trans						
Yes	44	3.08	68	4.37	112	3.75
No	1365	95.52	1439	92.54	2804	93.97
Prefer not to say	12	0.84	40	2.57	52	1.74
Position						
Undergraduate	926	64.80	1215	78.14	2141	71.75
Postgraduate - Master's	255	17.84	234	15.05	489	16.39
Postgraduate - PhD	209	14.63	-	-	209	7
Other	31	2.17	49	3.15	80	2.68
Country of birth						
UK	842	59.00				
Outside UK	579	41.00				
PH			1227	79.00		
Outside PH			320	21.00		
Ethnicity						
Arab	12	0.85				
Asian or Asian British (Bangladeshi)	4	0.28				

Demographic	UK		PH		Full sample	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Asian or Asian British (Indian)	26	1.83				
Asian or Asian British (Pakistani)	20	1.41				
Black or Black British (African)	19	1.34				
Black or Black British (Caribbean)	4	0.28				
Chinese	80	5.64				
Mixed - White and Asian	27	1.90				
Mixed - White and Black African	5	0.35				
Other East Asian background (e.g. Japanese, Korean)	11	0.78				
Other ethnic background (please specify)	46	3.24	284	18.26		
Other mixed background	23	1.62				
Other White background	52	3.66				
Southeast Asian background	25	1.76				
White - British	321	22.62				
White - English	52	3.66				
White - European (non-UK)	290	20.44				
White - Irish	32	2.26				
White - Scottish	363	25.58				
White - Welsh	7	0.49				
Filipino			938	60.32		
Filipino - American			38	2.44		
Filipino - Chinese			201	12.93		
Filipino - Spanish			82	5.27		
Religious affiliation						
Buddhist	23	1.61	-	-		
Christian	129	9.03	256	16.46		
Christian - Church of Scotland	35	2.45	-	-		
Christian - Iglesia ni Cristo	-	-	14	0.90		
Christian - Other denomination	46	3.22	-	-		
Christian - Protestant	-	-	32	2.06		
Christian - Roman Catholic	150	10.50	863	55.50		
Church of England/Anglican	13	0.91	-	-		

Demographic	UK		PH		Full sample	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Hindu	10	0.91	-	-		
Islam	55	3.85	28	1.80		
Jewish	11	0.77	-	-		
Sikh	3	0.21	-	-		
Spiritual	41	2.87	-	-		
Any other religion or belief	39	2.73	224	14.41		
No religion	864	60.46	128	8.30		
Importance of religion						
Not at all important	700	49.33	130	8.40		
Not very important	388	27.34	348	22.48		
Rather important	196	13.81	475	30.68		
Very important	135	9.51	595	38.44		

Note. N = 2984. Participants were on average 22.27 years old (SD = 6.12)

Table 3-2 Demographic characteristics of Phase 1 LGBT+ participants

Demographic	UK		PH		Full sample	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Concealed sexual orientation due to fear						
Yes	195	41.58	172	42.16	367	41.85
No	257	54.80	220	53.92	477	54.39
Avoided expressing gender identity due to fear						
Yes	57	12.15	92	22.55	149	16.99
No	395	84.22	299	73.28	694	79.13
Fearred for safety because of SOGI						
Yes	36	7.68	46	11.27	82	9.35
No	424	90.41	354	86.76	778	88.71
Comfort level as an LGBT+ person at university						
Very comfortable	202	43.07	117	28.68	319	36.37
Somewhat comfortable	150	31.98	175	42.89	325	37.06
Uncertain	84	17.91	69	16.91	153	17.45
Not very comfortable	11	2.35	15	3.68	26	2.96
Not at all comfortable	4	0.85	13	3.19	17	1.94

Note. *N* = 877 (UK LGBT+ = 469; PH LGBT+ = 408).

3.2.1.1 UK sample

Participants were recruited through convenience and snowball sampling. An invitation to participate was e-mailed to all University of Glasgow students, Russell Group Universities Equality and Diversity Units, and UK Equality Jisc Mailing List through the University of Glasgow's Equality and Diversity Unit, in November 2018. After a month, follow-up e-mail invitations were disseminated through the research team's academic network in the UK. Specifically, the primary researcher contacted academics, university student groups, LGBT+ university student groups to share the survey invitation with other university students through their classes and mailing lists (see 7.10.2.1). Survey respondents were also encouraged to forward the online survey link to other potential participants. The online survey, hosted in Qualtrics, was open for responses from November 2018-July 2019.

A total of 2,026 survey responses was received in the UK. Unfinished surveys were removed resulting in a final pool of 1,429 participants across 24 UK universities. 59% of participants were born in the UK ($n = 842$); 78.72% self-identified as White, 11.70% Asian, 3.88% mixed ethnic background, 3.24% other ethnic background, 1.62% Black, 0.85% Arab. Overall, 33% of UK participants self-identified as LGBT+ ($n = 469$).

3.2.1.2 Philippine sample

Participants were recruited through convenience and snowball sampling. An invitation to participate was disseminated through the research team's academic network in the Philippines in November 2018. Specifically, the primary researcher contacted academics, LGBT+ academic groups, and LGBT+ university student groups to share the survey invitation with other university students through their classes and membership database (see 7.10.2.2). Follow-up e-mail invitations were disseminated in February 2019. Survey respondents were also encouraged to forward the online survey link to other potential participants. The online survey, hosted in Qualtrics, was open for responses from November 2018-July 2019.

A total of 2,090 survey responses was received in the Philippines. Unfinished surveys were removed resulting in a final pool of 1,555 participants across 18

Philippine universities. 79% of participants were born in the Philippines ($n = 1,227$); 60.32% identified as Filipino, 18.26% other ethnic background, 12.93% Filipino-Chinese, 5.27% Filipino-Spanish, 2.44% Filipino-American. Overall, 26% of PH participants self-identified as LGBT+ ($n = 408$).

3.2.2 Measures

Survey questions were carefully selected and adapted from standardised measures used in past studies on LGBT+ individuals and questionnaires used in previous LGBT+ campus climate studies (see Table 3-3). A 5-point Likert scale format was deemed most appropriate to minimise response fatigue while maximising ease of use, reliability, and validity (Preston & Colman, 2000); and facilitate comparison with previous campus climate studies, most of which also used 5-point Likert scales (e.g. Rankin, 2003; Rankin et al., 2010; Tetreault et al., 2013). For uniformity and consistency, a 5-point Likert scale format was used throughout the survey whenever possible⁷.

⁷ The following measures did not use a 5-point Likert scale: well-being measures (1-6), life satisfaction (1-10), thermometer measures (0-100)

Table 3-3 Phase 1 campus climate measures

Variable	Source	Sample size (# of items)	Cronbach's alpha
ATTITUDES TOWARD LGBT+			
Traditional prejudice	Polymorphous Prejudice Measure (Massey, 2009)	$n = 2924$ (6 items)	.87
	Attitudes Toward Lesbians and Gay Men Scale (Herek, 1998)		
Modern prejudice	Modern Homonegativity Scale (Morrison & Morrison, 2003)	$n = 2935$ (6 items)	.85
LGBT+ topics at university	Formulated based on literature review	$n = 2934$ (4 items)	.82
CAMPUS CLIMATE PERCEPTIONS			
General perceptions	Assessment of Campus Climate for LGBT Persons* (Rankin, 2003)	$n = 2934$ (7 items)	.89
Institutional support for LGBT+		$n = 2937$ (6 items)	.72
CAMPUS CLIMATE EXPERIENCES			
Personal harassment (LGBT+)	Yale Sexual Orientation Survey (Herek, 1993; Herek & Berill, 1990)	$n = 838$ (11 items)	.81
Personal harassment (non-LGBT+)	National LGBT Survey (Government Equalities Office, 2018)	$n = 2079$ (10 items)	.80
CAMPUS CLIMATE OUTCOMES			
Psychological well-being	WHO-5 Well-Being Index (WHO, 1998)	$n = 2956$ (5 items)	.86
Social identity belonging	Single-Item Social Identification Measure (Postmes et al., 2013)	$n = 2949$ (5 items)	.78
	Group Identification Measure (Doosje et al. 1998; Doosje et al., 1995)		
	Uni Identification Measure (Stuart et al., 2009)		

Note. *Rankin (2003) was the primary source for most items; other items were adapted from various LGBT+ campus climate studies

To better capture LGBT+ students' experiences, open-ended questions were added to rating scale questions (Table 3-4). An open feedback item was also included at the end of the survey to give participants an opportunity to share key insights that the questionnaire may have overlooked: *Are there any other comments you wish to make to describe your campus experiences and/or ways you think the campus environment for LGBT+ students could be improved? Please feel free to tell us about anything you consider important or worth mentioning.*

Table 3-4 Phase 1 open-ended survey questions

Item	Rating scale question	Open-ended question
Academic persistence	In the past year, how often have you thought about leaving your university?	If you feel comfortable doing so, please provide more detail about your response
Comfort levels across campus	How comfortable do you feel sitting alone in [various campus settings]?	If you feel comfortable doing so, please explain why you do not feel comfortable sitting alone in these settings
Outness (sexual orientation)	Since being at this university, have you ever avoided being open about your sexual orientation due to fear of negative consequences?	If you feel comfortable doing so, please provide more detail about your response
Outness (gender identity)	Since being at this university, have you ever avoided expressing your gender identity for fear of a negative reaction from others? For example, through your physical appearance or clothing.	If you feel comfortable doing so, please provide more detail about your response
Feelings of fear and safety	Since being at this university, have you ever feared for your physical safety because of your sexual orientation/gender identity?	If you feel comfortable doing so, please explain why you have feared for your physical safety

Subject matter experts (i.e. LGBT+ psychology researchers, social psychologists, and an Equality and Diversity Manager) provided feedback on the survey questions prior to piloting the questionnaire (see 3.2.2.6). UK-based experts suggested using the Higher Education Statistical Agency (HESA) coding framework for the ethnicity, sexual orientation, gender identity, and disability demographic questions. PH-based experts suggested terminologies/response options appropriate for a PH sample (e.g. using ‘graduate’ instead of ‘postgraduate’; racial/ethnic heritage categories). Both UK and PH versions of the survey were in English since the target sample was university students and English is the primary medium of instruction across the Philippine education system (Department of Education, 2009).

3.2.2.1 Demographics.

National surveys (e.g. European Union Agency for Fundamental Rights, 2014; Government Equalities Office, 2018; Philippine Statistics Authority (PSA) & ICF, 2018) were reviewed to ascertain typical demographic information collected in large-scale studies. The final set of demographic variables was selected based on their pertinence to the purposes of the study: educational background, assigned sex at birth, gender identity, gender expression, sexual orientation, level of outness, level of LGBT+ contact, ethnicity, religion, socio-economic status, disability.

Demographic questions on assigned sex at birth, gender identity, gender expression, sexual orientation, race, and religion were formulated based on best practices guides and recent LGBT+ national surveys (e.g. Badgett et al., 2009; Government Equalities Office, 2018; Herman, 2014). The primary researcher consulted subject matter experts (i.e. academics in the UK and the Philippines, LGBT+ organisations, and self-identified LGBT+ individuals) to ensure sensitivity in the wording of questions and representativeness and accuracy of the response options.

3.2.2.2 Campus climate.

Constructing the campus climate assessment involved reviewing various campus climate surveys (e.g. Brown et al., 2004; Ellis, 2009; Garvey et al., 2018; Rankin, 2003; Rankin et al., 2010; Tetreault et al., 2013). Given Susan Rankin’s status as

one of the pioneers of LGBT+ campus climate research, we selected items patterned after her landmark LGBT+ campus climate study in the US (Rankin et al., 2010) and her proposed definition of campus climate: “cumulative attitudes, behaviors, and standards of employees and students concerning access for, inclusion of, and level of respect for individual and group needs, abilities, and potential” (Rankin, 2005, p. 17).

The following indicators of campus climate were used in the study: (1) attitudes toward LGBT+, (2) experiences of harassment, and (3) perceptions of safety and comfort, level of inclusivity, and adequacy of institutional response to LGBT+ issues. These indicators were deemed appropriate for providing the baseline campus climate study data for Philippine HEIs. Using these indicators also facilitates comparison of results across the UK, Philippines, and US, since these indicators are similar to what Rankin and colleagues have explored in their US-based LGBT+ campus climate studies (e.g. Garvey et al., 2018; Rankin, 2003; Rankin et al., 2010; Tetreault et al., 2013) and to what has been explored in the limited campus climate literature on LGBT+ university students in the UK (e.g. Ellis, 2009; National Union of Students, 2014).

3.2.2.2.1 Attitudes toward LGBT+

The attitudes toward LGBT+ component of the campus climate assessment focused on measuring (1) traditional anti-LGBT+ prejudice, (2) modern anti-LGBT+ prejudice, and (3) attitudes toward LGBT+ related topics within the university context. National LGBT surveys, frequently cited attitudes toward LGBT+ scales (e.g. Attitudes Toward Lesbians and Gay Men Scale - Herek & McLemore, 2011; Modern Homonegativity Scale - Morrison & Morrison, 2003) and more recent attitudes toward LGBT scales (e.g. Polymorphous Prejudice - Massey, 2009) were reviewed for relevance to the research questions. Items were selected based on cultural appropriateness to the study sample (e.g. including items related to religion/morality - *Being LGBT+ is a sin*; equal rights: *LGBT+ people still need to protest for equal rights*).

Six items measuring traditional anti-LGBT+ prejudice were selected from the traditional heterosexism subscale of the Polymorphous Prejudice 7-factor Measure (Massey, 2009). Four out of the six items were based on Herek’s (1998)

Attitudes Toward Lesbians and Gay Men Scale, which is considered as the gold standard for measuring attitudes towards lesbians and gays. Six items measuring modern anti-LGBT+ prejudice were selected from the Modern Homonegativity Scale (Morrison & Morrison, 2003). Items were finalised based on their cultural relevance to the study sample and factor loading estimates. Reverse-scored items (three from Massey, 2009; four from Morrison & Morrison, 2003) were also specifically chosen to avoid response acquiescence.

For inclusion and brevity, items that specifically pertained to lesbians and/or gay men were modified to refer to LGBT+ people as a collective (see [Phase 1 survey - notes and revisions](#) for a summary of the sources and revisions made per item). Three items pertaining to the inclusion of LGBT+ identities (i.e. sexual orientation, gender identity) in university policy statements and one item endorsing the inclusion of LGBT+ issues in the curriculum were formulated to assess attitudes toward LGBT+ related topics pertinent to the university context.

3.2.2.2 Experiences of harassment

For this component of the campus climate assessment, experiences of harassment was broken down into (1) personal (direct) harassment and (2) ambient (indirect) harassment. This decision was based on previous studies' demonstration of the pervasiveness of ambient harassment in university settings and the differential findings on the experience of personal and ambient harassment between LGB students and heterosexual students (e.g. Silverschanz et al., 2008; Woodford et al., 2014; Woodford et al., 2012).

Items for personal harassment were adapted from previous campus climate surveys (National Union of Students, 2014; Rankin et al., 2010; Tetreault et al., 2013) and from the UK National LGBT Survey (Government Equalities Office, 2018). Most of the selected items were based on the Yale Sexual Orientation Survey (Herek, 1993; Herek & Berrill, 1990), which was primarily used in the early campus climate assessments in US HEIs. This was purposively done to facilitate comparison across studies. Minor revisions in wording were made for clarity (see [Phase 1 survey - notes and revisions](#) for a summary of the sources and revisions made per item).

Items for ambient harassment were formulated based on Intergroup Contact Hypothesis (Allport, 1954; Pettigrew, 1998) and previous campus climate surveys that specifically investigated ambient harassment (e.g. Silverschanz et al., 2008; Woodford et al., 2014; Woodford et al., 2012) (see [Phase 1 survey - notes and revisions](#) for a summary of the sources and revisions made per item).

3.2.2.2.3 Perceptions of campus climate

Perceptions of campus climate was measured using selected items from previous campus climate surveys and published studies involving LGBT+ (e.g. Ellis, 2009; Garvey et al., 2018; Rankin et al., 2010; Warner, 2017). Relevant items were adapted and revised for clarity and appropriateness for the research sample (see [Phase 1 survey - notes and revisions](#) for a summary of the sources and revisions made per item). Seven items measured general perceptions of the campus climate (e.g. *unfriendly-friendly*; *non-inclusive-inclusive*); five items measured levels of comfort in various campus settings; one item measured comfort levels of being LGBT+ at university (LGBT+ students only); four items measured feelings of safety; one item measured perceptions of the extent of anti-LGBT+ attitudes within campus; six items measured perceptions regarding the level of institutional support for LGBT+.

3.2.2.2.4 Thermometer measures

Single-item feeling thermometers are widely used in large-scale surveys because of their simplicity and high reliability in measuring the general population's feelings and attitudes toward various social issues (Alwin, 1997; Lupton & Jacoby, 2016; Nelson, 2011). Evidence also suggests that feeling thermometers are more reliable when used in online surveys than in face-to-face questionnaires (Liu & Wang, 2015).

Thus, we included feeling thermometers based on the American National Election Studies (1964-2019) to measure students' (1) overall campus climate feeling and (2) general feeling towards the LGBT+ community. Participants were asked to provide a single rating (i.e. any number from 0° - 100°). These single-item thermometers were used to supplement the standard Likert-scale rating questions on campus climate perceptions and attitudes toward LGBT+ as they

are useful in providing information on the general direction and intensity of participants' feelings and attitudes (Nelson, 2011).

3.2.2.3 Outcomes.

3.2.2.3.1 Psychological well-being

Psychological well-being was assessed using the World Health Organization - Five Well-Being Index (WHO-5; World Health Organization, 1998). WHO-5 was selected for its brevity and cross-cultural validity. One item specifically assessing the impact of stress and anxiety on everyday life was added to supplement the WHO-5 (i.e. *To what extent do you feel stress/anxiety has impacted on your everyday life?*). A one-item life satisfaction measure was also included as an additional well-being measure after reviewing the UK National LGBT Survey (Government Equalities Office, 2018).

3.2.2.3.2 Social identity belonging

Social identity belonging was assessed using five items adapted from established measures of social identification (i.e. Doosje et al., 1998; Doosje et al., 1995; Postmes et al., 2013). Items were selected upon reviewing social identity questionnaires (see Haslam, 2004) and consultation with a social identity expert. Two out of the five items were based on Stuart and colleagues' (2009) 'uni identification' measure, which was originally developed to encapsulate White and minority ethnic students' sense of connectedness to their university (i.e. *I feel proud to be a part of my university; I would rather be at another university*). Following recommendations from social identity researchers (Leach et al., 2008; Postmes et al., 2013), a combination of single items from group identification measures (Doosje et al., 1998; Doosje et al., 1995), and the single-item social identification measure (SISI; Postmes et al., 2013) were adapted to complete the five-item social identity belonging measure (e.g. *I identify with my university*).

3.2.2.3.3 Academic performance

Academic performance was assessed via self-reported letter grades (i.e. *Which letter grade best approximates your overall academic performance thus far?*). Letter grades (A-F) were used as they are more likely to be universally

understood. For clarity, corresponding percentage ranges for each letter grade (e.g. A [90% - 100%]) were included in the PH version of the survey (see [Phase 1 survey - PH version](#) for the full PH survey).

3.2.2.3.4 Academic persistence

Academic persistence was assessed by adapting the LGBTQ Needs Assessment (Tetreault et al., 2013) question on intention to drop-out (i.e. *In the past year, how often have you thought about leaving your university?*).

3.2.2.4 UK pilot

The UK survey was piloted with seven participants from within the primary researcher's LGBT+ network. Participants were aged between 22 and 40 ($M = 31$, $SD = 6.76$) and were from various disciplines and levels of study. All of the participants who took part in the pilot self-identified as LGBT+ (Table 3-5).

Table 3-5 Demographic characteristics of Phase 1 UK pilot participants

Age	Discipline	Position	SOGI
24	Arts & humanities	3 rd year undergraduate	Asexual, Trans nonbinary
38	-	3 rd year postgraduate	Asexual, Female
22	Natural sciences	Final year undergraduate	Gay/lesbian, Female
40	Social sciences	2 nd year postgraduate	Queer, Female
30	Natural sciences	Undergraduate (graduated)	Pansexual, Trans nonbinary
34	Social sciences	3 rd year postgraduate	Bisexual, Trans nonbinary
29	Arts & humanities	Postgraduate (graduated)	Gay/lesbian, Trans nonbinary

3.2.2.5 Philippine pilot

The PH survey was piloted with nine participants from within the primary researcher's network. Participants were aged between 18 and 47 ($M = 30.10$, $SD = 8.99$) and were from various disciplines and levels of study. Majority of the participants who took part in the pilot self-identified as cis-heterosexual (Table 3-6).

Table 3-6 Demographic characteristics of Phase 1 PH pilot participants

Age	Discipline	Position	SOGI
31	Social sciences	4 th year postgraduate	Heterosexual, Female
30	Social sciences	-	Heterosexual, Male
35	Arts & humanities	Undergraduate (graduated)	Heterosexual, Female
35	Arts & humanities	Undergraduate (graduated)	Gay, Male
23	-	4 th year undergraduate	Heterosexual, Male
38	Natural sciences	Postgraduate (thesis pending)	Gay/lesbian, Trans female
18	Social sciences	2 nd year undergraduate	Heterosexual, Female
21	Social sciences	2 nd year postgraduate	Heterosexual, Female
47	Social sciences	Postgraduate (graduated)	Bisexual, Female

3.2.2.6 Survey revisions

Overall, UK and PH pilot participants found the survey understandable and straightforward to complete. Most participants estimated completing the survey faster than their actual completion time.

The following changes were made based on the feedback of pilot participants (see 7.10.2.3 for full comments of pilot participants): (1) replacing the thermometer scale with an image of a thermometer for better accessibility on mobile phones; (2) using a darker font colour to improve readability.

After the survey was launched in November 2018, minor revisions in the survey's wording were made based on feedback from participants. These changes include: (1) changing the UK HESA racial / ethnic heritage option of 'Gypsy or Traveller' to 'Romani or Traveller', (2) removing examples of anti-LGBT+ slurs in the experiences of harassment section, and (3) adding a detailed explanation for the inclusion of anti-LGBT+ prejudice questions and providing academic references for the anti-LGBT+ prejudice measures used in the survey in the Debrief Form.

Overall, these revisions were surface changes aimed at improving the sensitivity and inclusivity of the survey; and did not affect the semantic content of the survey.

3.2.3 Procedure

E-mail invitations provided participants with (1) a general description of the study; (2) a reminder that their participation is voluntary, anonymous, confidential, and that they have the right to withdraw at any time while taking the survey; (3) the link to the online survey hosted on Qualtrics (see 7.10.2).

The first two pages of the online survey provided participants with the Participant Information Sheet (PIS) and the Consent Form (CF) (see [Phase 1 survey - UK version](#), [Phase 1 survey - PH version](#)). Before commencing the online survey, participants were asked to tick a consent confirmation box to indicate their consent to take part in the study.

Upon confirmation of consent, participants were allowed to proceed with the survey, which was composed of four blocks: (1) Demographics, (2) Outcomes and campus climate perceptions, (3) Attitudes toward LGBT+, (4) Experiences of harassment and discrimination (see [Phase 1 survey](#)).

We presented the demographic block first to (1) allow participants to start out with easy questions (e.g. Age, HEI, Discipline of study), (2) filter LGBT+ participants since the survey included LGBT+ specific questions (e.g. How comfortable do you feel being an LGBT+ person at your university?), (3) minimise having data without any corresponding demographic information. We placed the academic and well-being outcomes questions before the questions related to campus climate perceptions and experiences to minimise the influence of negative perceptions and experiences on participants' assessment of their academic and well-being outcomes. Quality control questions checking participants' responsiveness (e.g. "If you are reading this item, please select 'Agree'") were placed between blocks. Since the recollection of experiences of harassment and discrimination can be taxing (i.e. induce stress), these questions were placed in the final block of the survey.

Participants had the option to omit any question they prefer not to answer and to exit the survey at any point and continue at a later time. Should participants decide to resume the survey at a later time, they were given a week before their survey link expired and their responses officially recorded. Upon

completion of all four blocks, participants were given the option to be included in a prize draw for a voucher (GBP 25 for UK participants, PHP 1,000 for PH participants).

Participants who self-identified as LGBT+ were given an additional option to take part in a future focus group discussion. Participants who opted to be included in the prize draw or future focus group discussions were requested to provide their e-mail addresses. The average survey completion time was 19.03 minutes for the UK sample and 25.90 minutes for the PH sample.

The final page of the survey provided participants with the Debrief Form, which informed them of the study's aims; contact details of the PhD researcher, the PhD researcher's supervisors, support services; and academic references related to the anti-LGBT+ prejudice measures utilised in the survey (see [Phase 1 survey debrief form - UK version](#), [Phase 1 survey debrief form - PH version](#)).

3.2.4 Analysis

Data cleaning was completed using R version 4.0.2 (see 4.1 for details). Likert-scale ratings were summed and an average score for each relevant scale was computed. The following statistical analyses were carried out using IBM SPSS Statistics Version 27 (see Chapter 4): (1) Analysis of variance (factorial ANOVA), (2) Exploratory principal component analysis (PCA), (3) Linear regression, (4) Conditional process analysis (moderated mediation).

3.3 Phase 2: Qualitative study of 'physical' LGBT+ campus climates

Qualitative approaches allow for the possibility of uncovering new information, which is important especially in an underresearched area such as LGBT+ inclusion in HE. A qualitative campus climate study is invaluable to producing more relatable, and arguably more influential, evidence by providing a richer and more nuanced understanding of the state of higher education for LGBT+ students through an exploration of *how* LGBT+ students define and perceive campus climates - i.e. what it *actually* feels like to experience negative campus climates and in what ways campus climates impact them.

Focus groups (FG) were selected as the primary mode of Phase 2 data collection for the following reasons: (1) they are an excellent tool for exploring underresearched areas, such as LGBT+ inclusion in HE, because they can elicit a wide range of perspectives from LGBT+ students across year levels, disciplines, and HEIs (Braun & Clarke, 2013; Wilkinson, 1998, 1999); (2) they facilitate natural conversations and collective sense-making among participants (e.g. how LGBT+ students collectively experience and negotiate campus climates) (Braun & Clarke, 2013; Frith, 2000); and (3) they can provide a supportive and empowering space for discussing sensitive issues (e.g. shared experiences of anti-LGBT+ discrimination) (Braun & Clarke, 2013; Wilkinson, 1998, 1999).

3.3.1 Participants

3.3.1.1 UK sample

Phase 2 participants were recruited through convenience and snowball sampling starting February 2019. An invitation to participate was first disseminated to the pool of self-identified LGBT+ survey participants who expressed interest in participating in a follow-up focus group discussion / interview. To increase participation outside of the University of Glasgow, the focus group invite was subsequently disseminated through the research team's academic network in the UK. Specifically, the primary researcher contacted academics, LGBT+ staff networks, and LGBT+ student groups to share the focus group invitation with other university students through their classes and membership database (see 7.10.3.2). To ensure participation outside of Scotland, a targeted call for self-identified LGBT+ participants who are current university students in England was advertised via Twitter in March 2019 (see 7.10.3.3).

Seventeen self-identified LGBT+ students (10 gay/lesbian, 4 bisexual, 1 asexual, 1 queer, 1 non-heterosexual; 16 cisgender, 1 trans), aged between 19 and 41, from 7 HEIs⁸ (3 ancient-urban, 2 post 1992-urban, 2 post 1992-suburban; 4 England, 3 Scotland) took part in the FG. Table 3-7 summarises participants' demographic details.

⁸ HEIs were categorised to acknowledge the possible impact of institutional-type differences on LGBT+ campus climate. UK HEI classification was based on location and date of establishment.

Table 3-7 Demographic characteristics of Phase 2 UK participants

Participant	Age	HEI	Discipline	Position	Ethnicity	SOGI
Eve	21	Ancient, urban	Natural sciences	1 st year undergraduate	White-Scottish	Bisexual, Female
Harry	19	Ancient, urban	Social sciences	2 nd year undergraduate	White-Scottish	Gay, Male
Zoe	19	Ancient, urban	Social sciences	2 nd year undergraduate	White-European	Gay/lesbian, Female
Michael	21	Ancient, urban	Arts & humanities	2 nd year undergraduate	White-European	Bisexual, Male
Arthur	34	Ancient, urban	Social sciences	1 st year postgraduate	-	Gay, Male
Sanario	23	Ancient, urban	Arts & humanities	Final year undergraduate	Arab (mixed)	Asexual, Female
Oliver	20	Ancient, urban	Social sciences	3 rd year undergraduate	White-British	Bisexual, Trans
Britney	40	Ancient, urban	Social sciences	2 nd year postgraduate	White	Queer, Female
Alisha	33	Ancient, urban	Social sciences	Final year postgraduate	Other	Other, Female
Nicholas	41	Post-1992, suburban	Natural sciences	3 rd year undergraduate	White-Scottish	Gay, Male
Alex	20	Ancient, urban	Arts & humanities	3 rd year undergraduate	White-British	Bisexual, Male
Alec	21	Post-1992, urban	Social sciences	Final year undergraduate	White-Scottish	Gay, Male
Miko	24	Post-1992, urban	Arts & humanities	2 nd year postgraduate	Chinese	Gay, Male
Kyle	21	Ancient, urban	Social sciences	2 nd year undergraduate	Indo-Caribbean	Gay, Male
Sebastian	35	Post-1992, urban	Social sciences	Final year postgraduate	White-European	Gay, Male
Hana	21	Ancient, urban	Natural sciences	2 nd year undergraduate	Southeast Asian	Gay, Male
Lucy	27	Post-1992, suburban	Social sciences	3 rd year postgraduate	White-European	Gay/lesbian, Female

3.3.1.2 Philippine sample

Phase 2 participants were recruited through convenience and snowball sampling. An invitation to participate was disseminated through the primary researcher's academic network in the Philippines in November 2018. Specifically, the primary researcher contacted academics, LGBT+ academic groups, and LGBT+ student groups to share the focus group invitation with other university students through their classes and membership database (see 7.10.3.4).

Eighteen self-identified LGBT+ students (10 gay/lesbian, 6 bisexual, 1 pansexual, 1 polysexual; 12 cis, 3 nonbinary, 2 trans, 1 genderfluid), aged between 18 and 23, from 6 HEIs⁹ (4 private-religious, 2 public-secular; 3 elite, 3 non-elite) took part in the FG. In keeping with Philippine research norms and to promote accessibility, PH participants were given a book token and transportation reimbursement to cover their travel cost to the FG venue. Table 3-8 summarises participants' demographic details.

⁹ HEIs were categorised to acknowledge the possible impact of institutional-type differences on LGBT+ campus climate. PH HEI classification was based on type of ownership/operation and university ranking.

Table 3-8 Demographic characteristics of Phase 2 PH participants

Participant	Age	HEI	Discipline	Position	Ethnicity	SOGI
Marky	20	Public, secular	Arts & humanities	4 th year undergraduate	Filipino-Chinese	Pansexual, Nonbinary
Danica	23	Private, religious	Social sciences	1 st year postgraduate	Filipino	Lesbian, Trans
D	21	Private, religious	Social sciences	4 th year undergraduate	Filipino-Chinese	Bisexual, Female
Ariston	19	Private, religious	Social sciences	3 rd year undergraduate	Filipino	Gay, Male
Lady Godiva	20	Private, religious	Arts & humanities	3 rd year undergraduate	Filipino-Chinese	Gay, Male
Yvan	18	Private, religious	Social sciences	1 st year undergraduate	Filipino-Chinese	Bisexual, Male
Nadine	19	Public, secular	Arts & humanities	1 st year undergraduate	Filipino (Igorot)-Chinese	Bisexual, Female
Andrew	18	Public, secular	Natural sciences	3 rd year undergraduate	Filipino	Gay, Male
Josh	20	Public, secular	Social sciences	4 th year undergraduate	Filipino	Gay, Male
Sally	18	Private, religious	Social sciences	1 st year undergraduate	Filipino	Bisexual, Nonbinary
Wiccan	18	Private, religious	Social sciences	1 st year undergraduate	Filipino	Gay, Male
Nat	20	Public, secular	Social sciences	4 th year undergraduate	Filipino	Bisexual, Female
Chuck	23	Private, religious	Social sciences	5 th year undergraduate	Filipino	Lesbian, Female
Sarah	21	Public, secular	Arts & humanities	3 rd year undergraduate	Filipino	Polysexual, Genderfluid
David	20	Public, secular	Natural sciences	4 th year undergraduate	Filipino	Gay, Male
Luke	20	Private, religious	Arts & humanities	4 th year undergraduate	Filipino	Gay, Trans
Anna	21	Public, secular	Social sciences	4 th year undergraduate	Filipino	Bisexual, Female
Dan	23	Private, religious	Social sciences	2 nd year postgraduate	Filipino-Chinese	Gay/lesbian, Nonbinary

3.3.2 Focus group discussion guide

FG questions were formulated based on Phase 2 research questions. The first block of questions focused on exploring LGBT+ students' campus climate perceptions and experiences (RQ1). The second block of questions focused on investigating how campus climates impacted LGBT+ students (RQ2). The final block of questions focused on understanding effective support systems that help LGBT+ students cope with negative campus climates and collecting suggestions for how campus climates can be improved for them (RQ3). Previous qualitative studies with LGBT+ students (Marzetti, 2017; Tetreault et al., 2013) and qualitative research handbooks (e.g. Braun & Clarke, 2013) were used as guides in constructing FG questions to ensure that wording is sensitive and in line with best practices.

Question blocks were purposively ordered to help participants feel more at ease as the FG progressed; that is, it was deemed easier and less threatening for participants to start with sharing their perceptions of the campus environment before disclosing their personal experiences and discussing the impact these have had on them. It was also deemed appropriate to close the discussion with their suggestions for improving campuses in order to end the FG on a positive note.

The first draft of the FG discussion guide was finalised in consultation with the research team before being piloted in the UK. Three university graduates who self-identified as LGBT+ (1 gray asexual trans woman, 1 queer nonbinary, 1 bisexual transmasculine) were selected via convenience sampling to participate in the pilot. Since the primary purpose of the pilot was to ensure the clarity and sensitivity of the FG questions, the research team agreed to select university graduates for the pilot to avoid reducing the pool of eligible participants for the study.

Overall, pilot participants found the FG experience positive. One participant particularly found the discussion helpful in allowing them to reflect on their university experiences. Revisions such as using a relevant quote as an icebreaker to better introduce the discussion topic and removing redundant questions were

made after the pilot (see 7.10.3.13 for the full FG discussion guide and revisions).

3.3.3 Procedure

During recruitment, participants were e-mailed copies of the Participant Information Sheet (PIS) and Consent Form (CF) (see 7.10.3.5 to 7.10.3.8). Before commencing the FG, participants were given time to review printed copies of the PIS and CF and to express any queries or concerns about the study. Participants were asked to sign the CF to indicate their consent to participate and to be audio-recorded. To ensure a safe and open space, FG guidelines were verbally reviewed by the researcher before commencing the discussion. Participants were reminded to only share what they are comfortable sharing and to be respectful of other participants throughout the discussion. Before commencing the discussion, UK participants were asked to complete a Demographic Information Sheet (7.10.3.11).

After the discussion, participants were debriefed about the aims of the study and were given a Debrief Form (7.10.3.9, 7.10.3.10). Consent was re-established verbally to check if participants consent to all their contributions being used in the data analysis or if they would like to remove any part of their contribution from the transcript. PH participants were asked to complete a Demographic Information Sheet (7.10.3.12) and sign an Acknowledgement Receipt to confirm receipt of their transportation expense reimbursement and PHP 300 book token.

All in-person FGs were conducted in a private meeting room within an accessible university. Due to scheduling constraints, one UK FG was conducted online via Zoom.

3.3.4 Analysis

Thematic analysis (TA; Braun et al., 2014) was used to identify salient themes that offer insight into the collective experiences of LGBT+ students in HE. TA was selected for its flexibility and accessibility; it was the most suitable method for exploring the general campus climate for LGBT+ students across UK and PH HEIs. That is, although Interpretative Phenomenological Analysis (IPA) is also

suitable for understanding perceptions and experiences, it focuses on the individual. TA is an excellent method for exploring and identifying general themes and patterns across datasets (Braun & Clarke, 2013) and better fits the research aim of describing the collective perceptions and experiences of LGBT+ students across UK and PH HEIs.

TA followed the seven stages outlined by Braun and Clarke (2013): (1) transcription, (2) reading and familiarisation, (3) coding, (4) searching for themes, (5) reviewing themes, (6) defining and naming themes, (7) writing.

An iterative and pragmatic process integrating elements of top-down and bottom-up approaches was used in the analysis with the research questions functioning as the initial guiding framework. Relevant data extracts were coded using both semantic/manifest and latent codes and in as many ways as seen fit (see 7.12.3). Using the research questions as an analytic framework, three candidate themes with four subthemes each were identified initially (see 7.12.4). After iterative discussions with PhD supervisors and triangulation with Phase 1 results, the original candidate themes and subthemes were refined and revised accordingly.

3.4 Phase 3: Content analysis of ‘digital’ LGBT+ campus climates

Consistent with a concurrent triangulation design mixed-method approach, Phase 3 was conceptualised during the integration of Phase 1 and Phase 2 results. It builds on the key findings of previous phases and was designed based on the triangulated quantitative latent variables and qualitative themes (see Figure 3-1). Given the project’s objective of providing a fuller understanding of the current campus climate for UK and PH LGBT+ students, the final phase also extended our campus climate assessment from ‘physical’ to ‘digital’ LGBT+ campus climates. Specifically, Phase 3 employed a comparative case study approach and content analysis of UK and PH university websites to evaluate LGBT+ representation and visibility in UK and PH university webpages.

Phase 1	<p>Latent variable 1: SOCIAL ATTITUDES TOWARD LGBT+ 15 items describing general social attitudes toward LGBT+</p>	<p>Latent variable 3: EXPERIENCE OF ANTI-LGBT+ DISCRIMINATION 11 items relating to first-hand experiences of overt anti-LGBT+ discrimination</p>	<p>Latent variable 2: CAMPUS CLIMATE WARMTH AND SUPPORT 14 items indicating perceptions of a warm campus climate that accepts and supports LGBT+ people</p> <p>Latent variable 4: CAMPUS CLIMATE-HABITUS FIT 7 items indicating feelings of warmth, comfort, and safety within the campus environment</p>
Phase 2	<p>Theme 1: MICROCOSM OF THE LARGER SOCIETY</p>	<p>Theme 2: GROWTH AND REGRESSION</p>	<p>Theme 3: FOSTERING SOCIAL IDENTITY BELONGING (it's about representation and validation)</p>
	<p>Subtheme 1: WORK-IN-PROGRESS: "TOLERANCE", "SELECTIVE ACCEPTANCE", "IT'S TARGETED" TRANSPHOBIA AND "IT'S TOO WHITE"</p>	<p>Subtheme 1: PERSONAL AND SOCIAL GROWTH: FINDING ONE'S IDENTITY, ADVOCACY, AND COMMUNITY</p>	<p>Subtheme 1: LGBT+ STUDENT GROUPS (emphasis on importance, intersectionality)</p>
	<p>Subtheme 2: SAME OLD CURRENT ATTITUDES: MODERN PREJUDICE, OLD FASHIONED SOURCES</p>	<p>Subtheme 2: PERSONAL AND SOCIAL REGRESSION: LOSING FOCUS AND GIVING UP</p>	<p>Subtheme 2: LGBT+ VISIBILITY IN POLICIES, PROGRAMMES, AND CURRICULUM (better visibility and clarity of available policies, support)</p>
			<p>Subtheme 3: LGBT+ AWARENESS AND RECOGNITION (from both students and staff, sensitivity)</p>
Phase 3	<p>RQ1: What do university websites suggest about the digital campus climate for UK and PH LGBT+ university students?</p> <ul style="list-style-type: none"> HEI web content could be indicative of HEI's values (i.e. attitudes toward LGBT+ because what is published on their webpages is endorsed by them and is something they are proud to share with the public) 	<p>RQ2: How are LGBT+ identities and issues presented in UK and PH university-related webpages? (link with social identity belonging results)</p> <ul style="list-style-type: none"> What content themes appear? What do these themes communicate about the digital campus climate for LGBT+ university students (i.e. what information/values/priorities re: LGBT+ issues does the HEI want to communicate to the public?) <p>RQ3: What LGBT+ policies and resources are available and accessible to UK and PH LGBT+ university students?</p> <ul style="list-style-type: none"> What's currently being done vs What's being asked for; Is there something that's not being done / never been done that should be done? -> will be based on Phase 2 Theme 3 What's working (best practice) vs What's not working -> will come from the comparison of the selected case studies 	

Figure 3-1 Mapping Phases 1-2 findings to Phase 3. Chart mapping how Phase 1 latent variables and Phase 2 themes correspond to Phase 3 objectives and research questions. Building on Phase 1-2 results, Phase 3 focuses on the visibility of LGBT+ social identities and the availability of LGBT+ inclusive policies and resources.

3.4.1 Content analysis

Content analysis (CA; Elo & Kyngas, 2008; Krippendorff, 2004; White & Marsh, 2006) was used to assess current digital LGBT+ campus climates with particular attention to the existing support infrastructures for UK and PH LGBT+ university students. Common uses of CA include reflecting attitudes and values of groups; describing international similarities and differences in communication content and trends (Krippendorff, 2004). Apart from the relevance of these functions to Phase 3's research objectives, CA was selected for its rigour and flexibility.

CA is a systematic method well-suited for corroborating evidence from various textual sources (i.e. Phase 1-2 data, online documents and images) and can be used in conjunction with other methods to generate contextualised insights about a phenomenon (i.e. LGBT+ campus climates in UK and PH HEIs). In other words, CA fits well with the project's objective of providing a condensed and contextualised understanding of the campus climate for UK and PH LGBT+ students leading to practical recommendations for improving LGBT+ campus climates.

Because of its flexibility, CA does not follow a strict formula (Polit & Beck, 2004). To circumvent the challenges of its non-linear procedure, the following steps outlined by Elo and Kyngas (2008) and White and Marsh (2006) were loosely adapted: (1) Preparation, (2) Organising, (3) Reporting (see Figure 3-2). The preparation phase involved establishing analytical constructs, determining the context of analysis, sampling method, and sampling unit. We finalised the sampling units (i.e. relevant university-related webpages) by conducting a scoping exercise (see 3.4.3.2). The organising phase involved developing and utilising the Coding Sheet (see 3.4.3.1). The reporting phase involved checking intercoder reliability between the primary researcher and the selected coders for each country, followed by writing up the results (see Chapter 6).

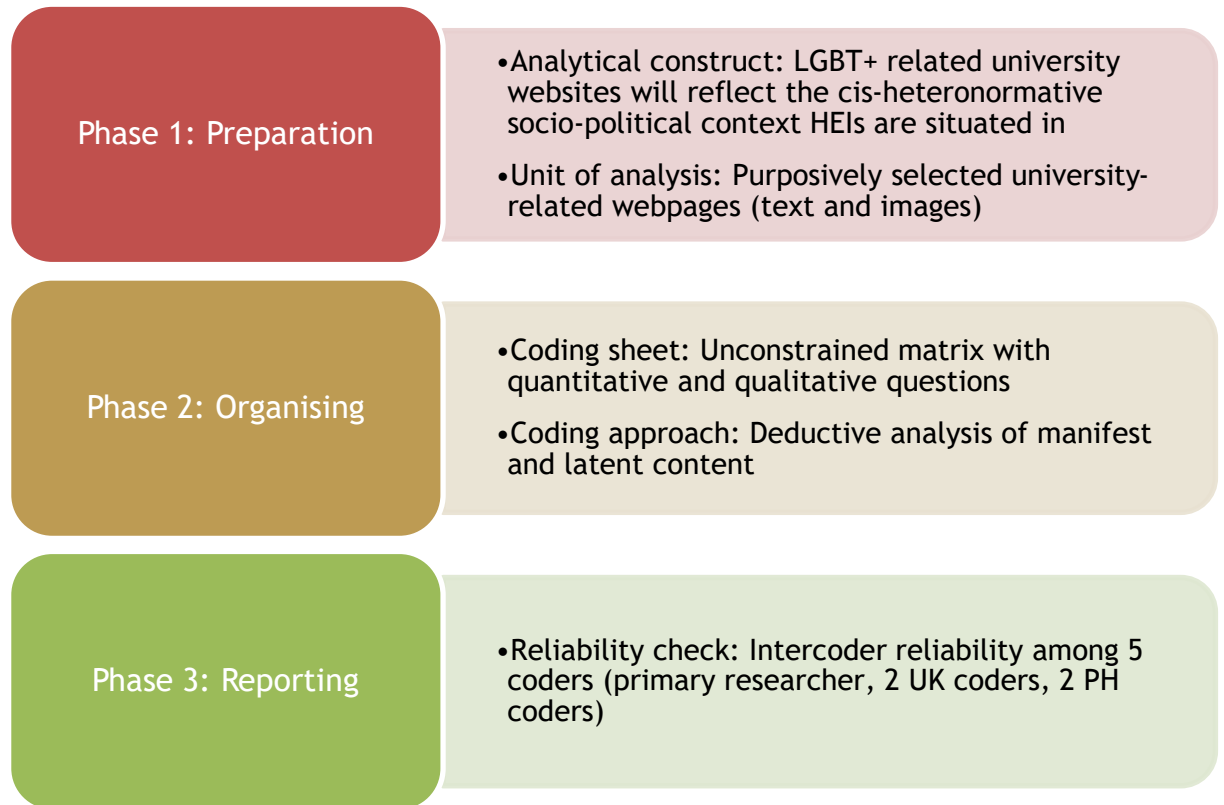


Figure 3-2 Outline of Phase 3 steps

In line with a concurrent triangulation design mixed-method approach, a deductive CA approach incorporating quantitative and qualitative elements was utilised since our aim was to validate existing knowledge based on previous LGBT+ campus climate research (i.e. physical campus climate: Phase 1, Phase 2; digital campus climate: Schenk Martin et al., 2019; Taylor et al., 2018).

Given that Phase 3 was conducted during the COVID-19 pandemic, the research team recognised the possibility that university webpages may have been substantially modified to reflect the shift to remote learning; that is, while conducting Phase 3, the primary researcher kept in mind that webpages may have been updated to contain more explicit information on university policies and support infrastructures.

3.4.2 Sampling method and sampling unit

University webpages were selected as the primary data source for two reasons. First, university web content can provide an objective measure of available institutional policies and resources (Woodford et al., 2018). Obtaining an objective measure allows for triangulation of data, which is relevant especially since Phase 2 participants could not explicitly confirm the existence and/or

details of available LGBT+ inclusive policies and support programmes within their HEIs. Second, university web content can be indicative of an institution's values, including their attitudes toward LGBT+, since what is published on university webpages is endorsed by the HEI and presumably includes content that the institution is proud to share publicly (Saichaie & Morpew, 2014; Schenk Martin et al., 2019). Given the suggested importance of institutional validation in fostering LGBT+ students' social identity belonging within their HEIs (see Phase 2: Theme 3), it seems appropriate to explore how LGBT+ identities are presented in UK and PH university webpages.

For triangulation and practicality of access, Phase 3 HEI case studies were selected from the pool of UK and PH HEIs involved in Phases 1 and 2. The list of Phase 1 HEIs included 35 UK HEIs and 41 PH HEIs; while the list of Phase 2 HEIs included 7 UK HEIs and 6 PH HEIs. Cross-tabulation resulted to a pool of 6 UK HEIs and 6 PH HEIs involved in both phases.

The final pool of HEIs for Phase 3 was determined based on the following criteria: (1) institution type (PH: secular/religious, public/private; UK: ancient/post-1992, urban/suburban; Scotland/England); (2) Phase 1 scores on campus climate feeling, general campus climate perceptions, and perceptions of institutional support for LGBT+; (3) Participant feedback from Phase 2; and (4) working knowledge and information from university rating systems focused on diversity and inclusion (i.e. Stonewall Diversity Champion and ATHENA SWAN membership). Based on the above criteria, two HEIs from each country were selected: one that exemplified better practice toward LGBT+ inclusion and one that displayed weaker practice toward LGBT+ inclusion.

3.4.2.1 UK sample: Better practice toward LGBT+ inclusion

UK HEI 1 is an urban-based Russell group university in Scotland. The University has been a Stonewall Diversity Champion since 2006 and an ATHENA SWAN Bronze member.

Based on Phase 1 results, UK HEI 1 scored an average of 71.55 out of 100 in the campus climate feeling thermometer measure; 3.99 out of 5.00 in the general campus climate perceptions measure; and 3.64 out of 5.00 in the perceptions of

institutional support for LGBT+ measure. Participant feedback from Phase 2 indicated a generally positive LGBT+ campus climate at UK HEI 1.

In addition to its relatively positive performance in Phases 1-2, UK HEI 1 is known for its large and highly active LGBT+ student society. For these reasons, UK HEI 1 was deemed a suitable case study representation of a UK HEI with better practice toward LGBT+ inclusion.

3.4.2.2 UK sample: Weaker practice toward LGBT+ inclusion

UK HEI 2 is a suburban-based post-1992 university in England. The University was named a Stonewall Diversity Champion in October 2019 and is an ATHENA SWAN Bronze member.

Based on Phase 1 results, UK HEI 2 scored an average of 60.00 out of 100 in the campus climate feeling thermometer measure; 2.71 out of 5.00 in the general campus climate perceptions measure; and 2.83 out of 5.00 in the perceptions of institutional support for LGBT+ measure. Participant feedback from Phase 2 suggested a relatively positive LGBT+ campus climate.

UK HEI 2 is mostly renowned for its sports programme. Given its relatively poor performance in Phases 1-2 and the strong association between anti-LGBT+ prejudice and sports (see Phase 2 results; Denison et al., 2021; Denison & Kitchen, 2020; Mountjoy et al., 2016), UK HEI 2 was deemed an apt case study representation of a UK HEI with weaker practice toward LGBT+ inclusion.

3.4.2.3 Philippine sample: Better practice toward LGBT+ inclusion

PH HEI 1 is a public-secular university in Manila. It is one of the top-ranked elite universities in the Philippines and is known for its activist stance toward social justice issues (Times Higher Education, 2022b).

Based on Phase 1 results, PH HEI 1 scored an average of 75.21 out of 100 in the campus climate feeling thermometer measure; 3.95 out of 5.00 in the general campus climate perceptions measure; and 3.70 out of 5.00 in the perceptions of institutional support for LGBT+ measure. Participant feedback from Phase 2 indicated a generally positive LGBT+ campus climate within the university.

Given its strongly positive performance in Phases 1-2 and reputation as a highly progressive university that houses one of the largest LGBT+ student organisations in the Philippines (Fopalan et al., 2012), PH HEI 1 was deemed a fitting case study representation of a Philippine HEI with better practice toward LGBT+ inclusion.

3.4.2.4 Philippine sample: Weaker practice toward LGBT+ inclusion

PH HEI 2 is a private-religious university in Manila and is considered as an elite university in the Philippines (Times Higher Education, 2022a).

Based on Phase 1 results, PH HEI 2 scored an average of 72.92 out of 100 in the campus climate feeling thermometer measure; 3.41 out of 5.00 in the general campus climate perceptions measure; and 3.40 out of 5.00 in the perceptions of institutional support for LGBT+ measure. Participant feedback from Phase 2 indicated a highly negative LGBT+ campus climate within the university.

Given its mixed performance in Phases 1-2 and conservative reputation as a Catholic university, PH HEI 2 was deemed a suitable case study representation of a Philippine HEI with weaker practice toward LGBT+ inclusion.

3.4.3 Procedure

Guided by Elo and Kyngas (2008) and White and Marsh (2006), we conducted a pre-test and scoping exercise to determine the pool of relevant university-related webpages for analysis (Figure 3-2).

3.4.3.1 Pre-testing

The CA protocol, including the initial search terms, scoping review form, and coding sheet were pre-tested and modified as necessary to better capture relevant information from university webpages.

Since web search results can be influenced by an individual user's search history, the following steps were taken during pre-testing to mitigate the impact on future searches (i.e. the actual scoping exercise): (1) pre-testing was completed in incognito/private mode to minimise web tracking; (2) pre-test search results

were compared across several devices: Dell Vostro (Windows 10, Google Chrome web browser), MacBook Air (OS High Sierra 10.13.6, Safari web browser), iPhone SE (iOS 12.2, Safari web browser).

Overall, differences across devices and browsers were negligible. For university website searches, the same results hits were generated with minor differences in the order of results across devices and browsers. For Google searches, there were one to five differing results hits but these were not highly relevant hits and were mostly found in pages two and three of the results page¹⁰ (see 7.10.4.1).

3.4.3.1.1 Search terms

The relevance of the initial search terms was pre-tested using the website of ‘better practice’ HEIs. The rationale for this was two-fold: (1) primacy was placed on generating LGBT+ related information within university websites since our primary objective was to assess LGBT+ digital campus climates in UK and PH HEIs; (2) irrelevant search terms for ‘better practice’ HEIs would likely be irrelevant search terms for ‘weaker practice’ HEIs.

A total of 17 initial search terms based on previous content analyses of LGBT+ online content (Schenk Martin et al., 2019; Taylor et al., 2018) were entered in the search function of each university homepage. Two search terms (*bakla*, *tomboy*) were later added for the PH sample since ‘gay’ did not return relevant results (Table 3-9). The search was limited to the first 30 results (i.e. first three results pages; 10 results per page). This decision was based on similar LGBT+ digital campus climate studies which limited their web search to the top 20-25 ‘unique and relevant’ search results (Schenk Martin et al., 2019; Taylor et al., 2018).

As shown in Table 3-9, six out of the 17 initial search terms were retained in the final protocol. This decision was based on the search term’s usefulness in generating relevant and unique results. For instance, both ‘LGBT’ and ‘LGBTQ’ were retained because the former generated events/news-orientated results, while the latter generated more people-related (e.g. student/staff research

¹⁰ We limited the final search to the first page (i.e. first 10 results)

topics) results. On the other hand, ‘gay’ and ‘trans’ were removed because both terms generated mostly irrelevant results (e.g. other uses of ‘trans’) and those that were relevant were similar hits generated by ‘LGBT’ or ‘LGBTQ’ (see [Phase 3 search terms pre-test results - anonymised](#)).

Table 3-9 Phase 3 search terms

Search term	Decision
LGBTQ	Retained
LGBT	Retained
Gay	X
Lesbian	X
Bisexual	X
Trans	X
Transgender	Retained
Queer	X
Nonbinary	X
Homosexual	Retained
Sexual identity	X
Gender identity	X
Sexual orientation	Retained
Anti-discrimination	X
Non-discrimination	X
Gender neutral	Retained
Gender inclusive	X
<i>Bakla (only for PH sample)</i>	X
<i>Tomboy (only for PH sample)</i>	X

3.4.3.1.2 Scoping review form

The Scoping Review Form (see [Phase 3 scoping review form - anonymised](#)) was developed for selecting the final pool of university webpages for content analysis (see 3.4.3.2).

Nine items were added to the scoping review form during pre-testing. The following items were added to facilitate tracking of search result hits: (1) search term used, (2) results hits total, (3) notes, (4) search term comment/rating (whether the search term is helpful/unhelpful in generating relevant results). While the following were added to facilitate identification of relevant search results for coding: (5) repeated result tracker (number of times repeated, search terms), (6) description of LGBT+ related information, (7) excerpt of LGBT+ related information, (8) LGBT+ related information accessibility rating (How

easy/difficult was it to find the LGBT+ related information on the page? 1 = Very Easy to 5 = Very Difficult), (9) relevant links included on the page.

3.4.3.1.3 Coding sheet

The Coding Sheet (see [Phase 3 coding sheet - anonymised](#)) served as the evaluation criteria for content analysis. In line with Krippendorff's (2004) recommendation, we developed the coding sheet based on existing studies. In this case, we based it on the collective suggestions of UK and PH LGBT+ students for creating safer and more inclusive LGBT+ campus climates (see Phase 2 results: Theme 3): (1) LGBT+ representation in student groups, (2) LGBT+ visibility in policies and programmes, (3) LGBT+ awareness and recognition from staff and students; and on checklists used in previous LGBT+ digital campus climate assessments (e.g. Schenk Martin et al., 2019; Taylor et al., 2018; Windmeyer, 2006; Woodford et al., 2018).

Following the protocol and rationale described above, we pre-tested the coding sheet on the first 10 results of the first keyword ('LGBTQ') using the website of 'better practice' HEIs. We added the following items to the coding sheet after pre-testing: (1) Source of webpage (University website/Google); (2) Checklists; (3) Unconstrained categorisation matrices; (4) Separate sections for the Homepage, LGBT+ student groups webpages, LGBT+ policies webpages, LGBT+ programmes webpages; (5) Summary sheet.

Table 3-10 summarises the general information the coding sheet captures for each webpage:

Table 3-10 Phase 3 coding sheet template

University	URL	Date accessed	Source	Target audience	Overall perceived tone/valence	What content themes appear (text)?	What content themes appear (images)?	Relevant excerpt(s) / images
UK HEI 1 UK HEI 2 PH HEI 1 PH HEI 2	Copy-paste from browser	dd-mmm-yyy	University website Google search	Student Staff Faculty Alumni General All	<p>Absent (no mention of LGBT+ related information)</p> <p>Neutral (reports LGBT+ information factually)</p> <p>Positive (overtly affirming of LGBT+ identities)</p> <p>Negative (rejects/stigmatises LGBT+ identities)</p>			Copy-paste from browser / Save image or screenshot

3.4.3.2 Scoping exercise

Figure 3-3 summarises the scoping exercise process.

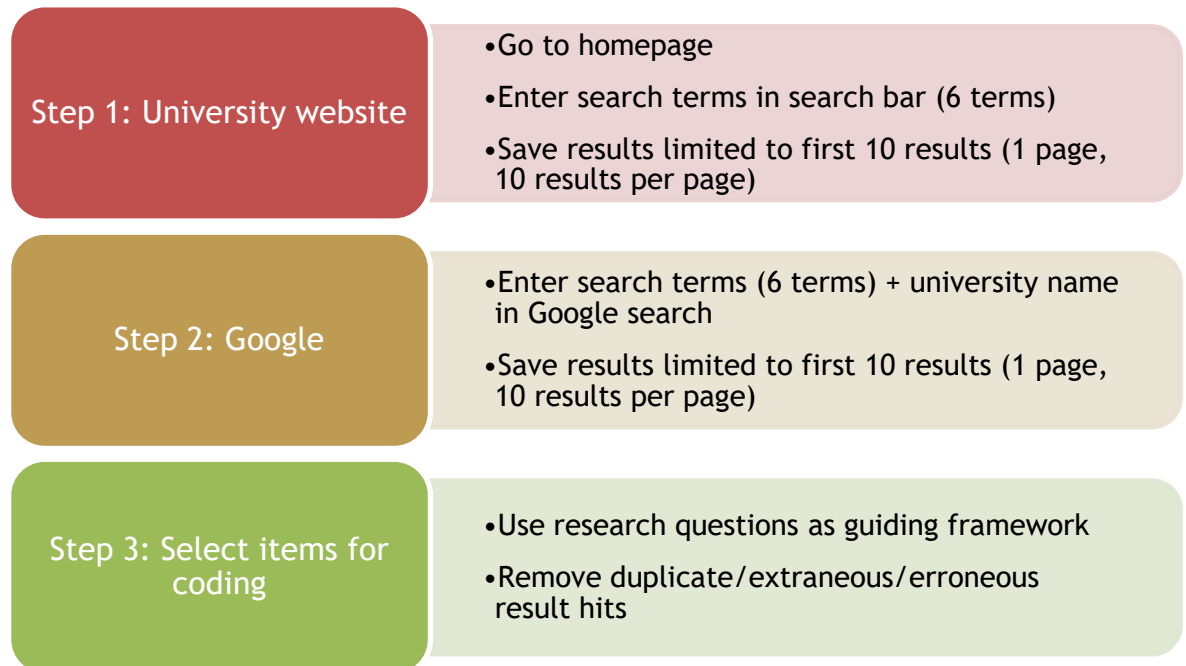


Figure 3-3 Outline of Phase 3 scoping exercise

The following steps were taken to minimise the impact of users' browsing history and location data on the scoping exercise: (1) each keyword search was completed in incognito/private mode, (2) PH Google search was completed by someone based in the Philippines, (3) UK and PH searches were conducted using the same web browser (Google Chrome).

University website data was gathered by going to each university's homepage to search for LGBT+ related content (Step 1). A total of 6 search terms, which was based on previous content analyses of LGBT+ online content (Schenk Martin et al., 2019; Taylor et al., 2018) and subsequently refined during the pre-test (see Table 3-9), were entered in the search function of each university homepage:

1. LGBTQ
2. LGBT
3. Sexual orientation
4. Gender neutral
5. Transgender
6. Homosexual

Each search was limited to the first 10 results (1 page, 10 results per page). The rationale for this is two-fold. First, since obtaining an objective indicator of HEIs' stance toward LGBT+ identities and issues is a key interest in this phase, the first 10 results that the university search engine returns could be indicative of what HEIs deem most important to share publicly. Second, results from the pre-test revealed that relevant results wean from page 2.

After completing the search on each university's website, the search was repeated on Google (Step 2) by entering each search term along with the university name on Google search (e.g. LGBTQ University Name). The reason for conducting a Google Search was two-fold: (1) it was done to complement the direct search of university websites since the primary researcher foresaw the possibility that the university website search may not generate enough relevant content, particularly for the PH sample; (2) performing a Google search arguably better mimics university students' typical search behaviour (Corbett, 2010; Judd & Kennedy, 2011). For consistency, each search was also limited to the first 10 results (1 page, 10 results per page).

Combined search results from Steps 1-2 resulted in a total of 20 results per search term. This is comparable to the number of search results used in previous LGBT+ digital campus climate studies, which limited their web search to the top 20-25 'unique and relevant' search results (Schenk Martin et al., 2019; Taylor et al., 2018). Altogether, the scoping exercise generated an initial pool of 480 webpages (120 webpages per HEI: 6 search terms, first 10 results per search from the University website + first 10 results per search term from Google). We then used Phase 3 research questions as the framework to refine the pool of webpages for CA (Step 3).

Webpages that contained content pertaining to LGBT+ university groups, policies, and programmes were typically retained. However, webpages that only mentioned LGBT+ in passing (e.g. citing a university-affiliated individual as a supporter of LGBT+ rights: "[Name of HEI alumni] received an hon degree for championing Gaelic, refugee & asylum seekers and [#LGBTQ](#) rights") or as a research topic (e.g. title of an academic publication/presentation: Meek, J., 'Essay of the week: Before the enlightenment - the battle for LGBT rights in Scotland', *Sunday Herald*, 29 November 2015) were excluded. Duplicates (e.g.

different URL but same content), inaccessible links (e.g. broken URL, webpages that require a log-in), and erroneous result hits (e.g. result hit was for a different university) were also removed. In the end, this produced a final pool of 116 unique and relevant webpages for CA (see Chapter 6).

3.4.3.3 Coding process

Five coders (two external coders per country and the primary researcher) used the Coding Sheet to rate the webpages according to the following: (1) perceived valence of LGBT+ digital campus climate, (2) accessibility of HEI website in providing LGBT+ information, (3) clarity of LGBT+ information presented across the HEI webpages, (4) use of LGBT+ related images throughout the HEI webpages, (5) recognition of intersectionality across the HEI webpages.

To enhance validity, the primary researcher conducted debrief sessions with each coder. Debrief sessions were conducted online via Zoom and lasted between 30 to 45 minutes. Debriefing involved reviewing the Coding Sheet with each coder and clarifying any vague or incomplete entries. Whenever appropriate, coders completed items they missed. The primary researcher also asked each coder for feedback on the coding process and their impressions about each HEI based on the webpages they reviewed.

Overall, coders found the coding process straightforward and agreed with the organisation of the content into LGBT+ university groups, LGBT+ programmes/services, and LGBT+ policies webpages. Reliability was also enhanced by including instructional prompts and references in the Coding Sheet that coders could easily refer to while coding.

Given the lack of consensus in standards for computing and reporting intercoder agreement (De Swert, 2012; Hallgren, 2012), we triangulated approaches to demonstrate intercoder reliability. Table 3-11 summarises the reliability statistics for the UK and PH sample. We computed Krippendorff's alpha and intraclass correlation coefficient (ICC) since they are the most flexible and recommended statistics for assessing intercoder reliability for studies with more than two coders (De Swert, 2012; Hallgren, 2012; Koo & Li, 2016). Unlike other measures, Krippendorff's alpha can be used for any number of coders and

sample size, including those with incomplete or missing data; it can also process different variables (e.g. nominal, ordinal, interval, ratio, etc.) by using different equations for each type (Krippendorff, 2004). Since the order of values was relevant in rating the webpages in our study (e.g. *Please rate the clarity of the LGBT+ information presented across the university-hosted webpages: 1 = Not applicable, 2 = Not clear at all, 3 = Still a bit vague, 4 = Clear, 5 = Very clear; Overall perceived tone/valence: 0 = Absent, 1 = Negative, 2 = Neutral, 3 = Positive*), we treated items as ordinal variables. Krippendorff's alpha was above the acceptable minimum of .60 for both samples (Krippendorff, 2004). To supplement Krippendorff's alpha, which is the most reliable measure of agreement for content analysis, we also computed for ICC, which is one of the most widely used index of reliability (Hallgren, 2012; Koo & Li, 2016). ICC estimates based on a mean-rating (k = 3), absolute-agreement, 2-way mixed-effects model also indicated good to excellent reliability in both samples (Koo & Li, 2016).

Table 3-11 Phase 3 reliability statistics

	Krippendorff's alpha (kalpha)	Intraclass correlation (ICC)	95% CI		F test with True Value 0			
			LL	UL	Value	df1	df2	p
UK	.655	.857	.811	.893	7.470	168	336	.000***
PH	.815	.942	.920	.959	17.237	106	212	.000***

Note.

kalpha based on ordinal variables, UK cases = 199, UK coders = 3; PH cases = 107, PH coders = 3

ICC based on average measures, UK cases = 169, UK coders = 3; PH cases = 107, PH coders = 3

LL = 95% confidence interval lower limit. UL = 95% confidence interval upper limit.

*p < .05 **p < .01 ***p < .001

3.5 Ethics

The study was given ethical approval by the University of Glasgow's School of Psychology, College of Science and Engineering Ethics Committee (see 7.10.1). Though it is plausible for participation to have been prompted by the influence of administrators and LGBT+ student group leaders, voluntary consent was emphasised in the recruitment e-mail, PIS, and CF, which were disseminated a month before data collection to give interested participants sufficient time to make an informed decision. To minimise the impact of incentives on recruitment of the Philippine sample for Phase 2 FGs, PH participants were only informed of

the transportation expense reimbursement and book token *after* they had expressed interest in taking part in the study. Since participation required travelling to the city, it was deemed appropriate to reimburse transportation expenses to prevent exclusion of LGBT+ students from rural-based HEIs.

Confidentiality and anonymity were ensured by anonymising and de-identifying data across all phases, whenever possible. Given the importance of self-identification and the salience of recognising identities for the LGBT+ community, the primary researcher asked Phase 2 participants for their preferred pseudonym and pronouns to be used in the thesis write-up. In instances where participants did not have a preference or were unable to provide their preferred pseudonym and pronouns, the primary researcher selected pseudonyms and pronouns based on the gender identity they provided in the demographic questionnaire. Phase 2 participants were also reminded to maintain group confidentiality before and after the FG.

The potential for harm (e.g. disclosure of anti-LGBT+ harassment) was mitigated by (1) careful construction and review of the Phase 1 survey and Phase 2 FG guide, which was piloted with LGBT+ individuals and subsequently revised accordingly; (2) multiple reminders of participants' right to withdraw from the study at any point without penalty, to only share what they are comfortable sharing, and to be respectful of others throughout the FG discussions; (3) establishing safety procedures (e.g. stopping the FG if needed to provide mental health first aid and to refer participants to relevant university and LGBT+ specific support services); (4) provision of a Debrief Form containing the PhD researcher's and their PhD supervisors' University e-mail addresses and details of mental health and LGBT+ specific support services that participants can access should they need to discuss further any issues made salient by taking part in the study; and (5) conducting the FG in a private consultation room within an accessible university. In order to respect varied levels of outness within the LGBT+ community and to better protect participants' individual welfare and anonymity, participants interested in Phase 2 were given the option of taking part in a one-to-one interview if they were not comfortable sharing their experiences within a focus group setting. Two participants (1 UK, 1 PH) requested and took part in one-to-one interviews with the primary researcher.

3.6 Reflexivity

As an LGBT+ researcher who has worked in a PH HEI, I am invested in creating more positive campus climates for LGBT+ in HE. In particular, I aim for this PhD project to produce useful knowledge that can inform HE policies and practices, and influence both the general public and those in positions of power to initiate the creation of more LGBT+ inclusive campuses and improve LGBT+ equality globally. At the same time, the project also endeavours to serve as a platform for the neglected voices of LGBT+ students, especially those from a non-western context.

A concurrent triangulation design mixed-method project utilising an integrative multi-phased approach to cumulatively build on the findings of each phase fits these goals. That is, although I believe that a quantitative campus climate study can produce key evidence through generalisable statistics, I want to acknowledge that qualitative data elucidating the perceptions and experiences of LGBT+ students can provide life and substance to statistics. Put simply, a mixed-method approach can produce more impactful evidence for triggering action against LGBT+ inequalities in HE.

This chapter has outlined the methodologies used in each phase of the project. The next three chapters present the findings from each of these phases, starting with the Phase 1 quantitative results (Chapter 4), followed by the Phase 2 qualitative results (Chapter 5), and culminating with the Phase 3 content analysis results (Chapter 6).

Chapter 4 Quantitative Results (Phase 1)

4.1 Data cleaning

The survey raw data for each country was exported from Qualtrics as .csv files and subsequently imported in R for data cleaning. The following data cleaning steps were completed for each country's dataset: (1) unfinished surveys were removed (UK = 597; PH = 535); (2) character data types were converted into factors (i.e. demographics responses: HE position, year level, sex, gender, sexual orientation, ethnicity, religion, socioeconomic status, self-reported grade, intentions to drop-out); (3) relevant variables were recoded (i.e. Likert-scale word responses to numeric values: Strongly Disagree [5] to Strongly Agree [1]; reverse-scored items); (4) text responses were cleaned (i.e. typographical errors in institutional affiliation; for future studies, a dropdown list of HEIs is recommended); (5) total scores for each scale (i.e. Social Identity Belonging, WHO-5, Campus Climate Perceptions, Level of Comfort, Anti-LGBT+ Prejudice, Experiences of Harassment, Level of Outness) were computed after running reliability analysis for each scale; (6) exported cleaned dataset as a .sav file for counter-checking R results with SPSS results (see [Phase 1 analysis](#)).

After data cleaning, the following analyses were completed for each country's dataset: (1) descriptive statistics; (2) 2 (country: UK, Philippines) x 2 (sexual orientation/gender identity (SOGI) grouping: LGBT+, cis-heterosexual) ANOVA; (3) principal component analysis (PCA) of the campus climate measure; (4) regression; (5) conditional process analysis (moderated mediation).

Figure 4-1 diagrams the logical progression of the quantitative analysis from traditional methods of confirmatory testing (ANOVAs) to more exploratory analyses (PCA, Regressions, Conditional Process Analysis).

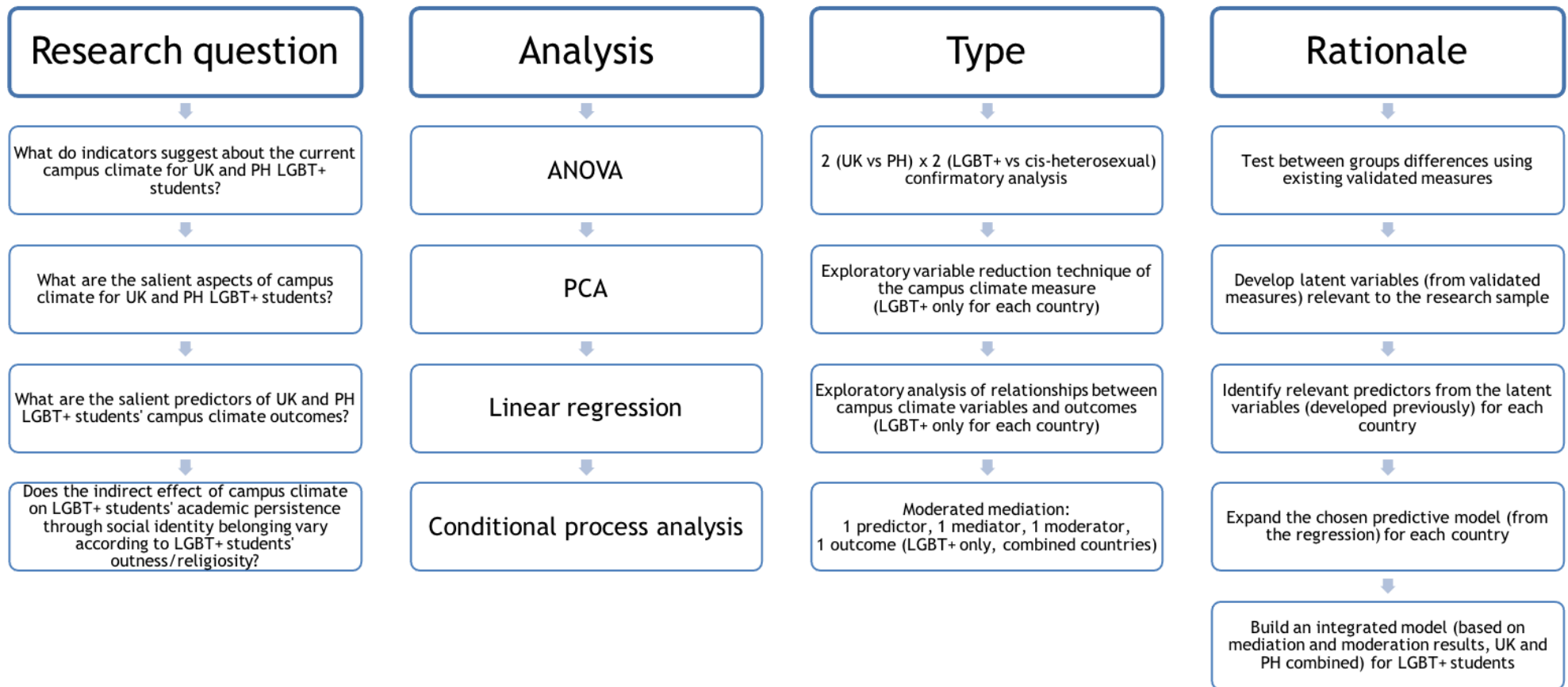


Figure 4-1 Phase 1 flowchart outlining the logic and rationale behind the progression of the inferential statistical analyses completed for Phase 1.

All statistical analyses were run using R version 4.0.2 and IBM SPSS Statistics Version 27, in order to verify the results and carefully check the underlying assumptions of each statistical test were consistent.

Results for each analysis is presented separately in the following subsections.

Section 4.2 provides a brief discussion of the sample size justification and sensitivity analyses. Section 4.3 provides an overview of the descriptive statistics, including a brief discussion of the sampling distribution's normality.

Section 4.4 presents results of the factorial ANOVAs investigating group differences between UK/PH LGBT+ students and UK/PH cis-heterosexual students on validated measures of (1) anti-LGBT+ prejudice, (2) campus climate perceptions, (3) campus climate experiences, (4) well-being outcomes, in order to gain a comparative picture of current campus climates and its differential impact on LGBT+ and cis-heterosexual students across UK and PH HEIs. We predicted that:

H1. SOGI main effect: LGBT+ university students, regardless of national context, will report more negative indicators across dependent measures (anti-LGBT+ prejudice, campus climate perceptions, experiences of harassment, academic and well-being outcomes) than cis-heterosexual students;

H2. Country main effect: PH university students will report more negative indicators across dependent measures (anti-LGBT+ prejudice, campus climate perceptions, experiences of harassment, academic and well-being outcomes) than UK students;

H3. Interaction: There will be an interaction between SOGI and national context whereby the difference between LGBT+ and cis-heterosexual students across dependent measures (anti-LGBT+ prejudice, campus climate perceptions, experiences of harassment, academic and well-being outcomes) will be greater in the PH than in the UK cohorts.

Section 4.5 presents results of the exploratory principal component analysis (PCA) conducted on the 54-item campus climate measure utilised in the Phase 1

survey. It outlines the development of four latent campus climate variables: (1) Social attitudes toward LGBT+, (2) Campus climate warmth and support, (3) Direct experiences of anti-LGBT+ prejudice, (4) Campus climate-Habitus fit, which were relevant to both UK and PH LGBT+ students and subsequently utilised in the regression analyses.

Section 4.6 presents results of linear regressions exploring relevant predictors of UK and PH LGBT+ students' (1) academic performance, (2) academic persistence, (3) psychological well-being. Hierarchical regression models for each country were used to investigate the predictive relationships between the latent campus climate variables developed in Section 4.5 and LGBT+ students' academic and well-being outcomes. We hypothesised that there will be a significant predictive relationship between latent variables campus climate perceptions (LV2, LV4), experiences of harassment (LV3), anti-LGBT+ attitudes (LV1) on dependent outcomes LGBT+ students' academic performance, academic persistence, and psychological well-being, but the relative strength of the predictors will vary according to country.

Section 4.7 expands the chosen predictive models in Section 4.6 by presenting an integrative moderated mediation model examining the moderating role of LGBT+ students' level of outness and religiosity on the indirect effect of campus climate on UK and PH LGBT+ students' academic persistence through social identity belonging.

4.2 Sample size justification

We sought to collect as many survey responses as possible across various UK and PH universities within the first year of the PhD (see 3.2.1.1 and 3.2.1.2 for Phase 1 recruitment details). The sample size for Phase 1 was determined by resource constraints. That is, we aimed for a ballpark estimate of 300 responses per country, which the primary researcher deemed achievable given their existing networks in the UK and Philippines. The present study also conservatively meets the statistical rules of thumb set by VanVoorhis and Morgan (2007) and the more stringent reference points put forth by Brysbaert (2019). Table 7-4 (Appendix C4) outlines how our study fares with the sample size recommendations for detecting an effect size of $d = .4$ with 80% power.

The smallest effect size of interest was not specified during the planning of the study. Therefore, we performed sensitivity analyses using G*Power 3.1.9.7 (Faul et al., 2007) based on recent guidelines (Lakens, 2022). G*Power inputs and outputs are presented in Appendix C4 Section 7.11.1. We used $\alpha = 0.05$, power = 0.95, and the average sample size for each analysis as input parameters. Sensitivity analyses showed that our study has 95% power to detect effects of at least $f = 0.069$ ($F_{critical} = 3.84$, $df = 1$, 2720) for the ANOVAs, $f^2 = 0.043$ ($F_{critical} = 2.39$, $df = 4$, 434) for the UK regressions, and $f^2 = 0.051$ ($F_{critical} = 2.40$, $df = 4$, 367) for the PH regressions. Table 7-5 and Table 7-6 (Appendix C4) summarise the observed effect sizes (OES) and minimum detectable effect sizes (MDES). In most cases, results of the sensitivity analyses indicate evidence in favour of the effect (see Zunhammer, 2020). Since the survey questions were adapted from standardised measures used in previous LGBT+ studies, including Rankin and colleagues' (2010) landmark US LGBT+ campus climate study (see Section 3.2.2), we believe that it is still highly plausible that the present study will have a valuable contribution to future meta-analyses on LGBT+ campus climate assessments.

4.3 Descriptive statistics

According to the central limit theorem, large samples approximate normal distributions (Field, 2017; Lumley et al., 2002; Wilcox, 2010). Given the large sample size in the present study ($N = 2,984$), significance tests of normality were not performed since tests of normality can be unreliable in sample sizes greater than 300 (Field, 2017; Tabachnick & Fidell, 2013). Instead, we used histograms and the absolute values of skewness and kurtosis as references for determining non-normality (Field, 2017; Kim, 2013; Tabachnick & Fidell, 2013).

Histograms for the overall sample typically showed normal distributions (see also 7.11.2.2 for raincloud plots broken down by country and SOGI). Although some histograms illustrated positively skewed (e.g. experiences of personal harassment), negatively skewed (e.g. academic performance), leptokurtic (e.g. perceptions of institutional support for LGBT+), and platykurtic (e.g. LGBT+ feeling thermometer) distributions, descriptive statistics for the overall sample showed that, except for 'experiences of personal harassment', skewness and kurtosis values ranged from -1.264 to +1.607 (see Table 7-7), which are within

the acceptable range for suggesting normality (George & Mallery, 2010; Kim, 2013).

Table 4-1 presents the descriptive statistics broken down by country and SOGI groupings for the variables used in the ANOVAs (see 7.11.2.1 for descriptive statistics for all variables for the overall sample; 7.11.3 for correlation matrices for survey variables and latent variables).

Table 4-1 Phase 1 descriptive statistics by country and SOGI groupings (validated measures)

Traditional anti-LGBT+ prejudice (1-5; higher scores = higher levels of prejudice)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
							skewness			kurtosis		
LGBT+	UK	456	1.26	1.17	1.00	.383	2.383	.114	7.101	.228	1.00	3.50
	PH	389	1.60	1.33	1.00	.648	.960	.124	-.140	.247	1.00	3.50
Non-LGBT+	UK	951	1.56	1.33	1.00	.753	1.909	.079	3.850	.158	1.00	5.00
	PH	1128	2.12	2.00	1.00	.815	.602	.073	.177	.146	1.00	5.00
Modern anti-LGBT+ prejudice (1-5; higher scores = higher levels of prejudice)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
							skewness			kurtosis		
LGBT+	UK	458	1.61	1.33	1.00	.693	1.526	.114	2.498	.228	1.00	4.67
	PH	389	2.08	2.00	1.00	.833	.375	.124	-.902	.247	1.00	4.67
Non-LGBT+	UK	959	2.27	2.17	1.00	.890	.541	.079	-.192	.158	1.00	5.00
	PH	1129	2.65	2.67	3.00	.761	.027	.073	.017	.145	1.00	5.00
General perceptions of the campus climate (1-5; higher scores = more positive perceptions)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
							skewness			kurtosis		
LGBT+	UK	458	3.98	4.14	4.00	.749	-.938	.114	1.052	.228	1.00	5.00
	PH	389	3.75	3.86	4.00	.876	-.712	.124	.492	.247	1.00	5.00
Non-LGBT+	UK	954	4.16	4.29	5.00	.768	-1.608	.079	3.390	.158	1.00	5.00
	PH	1133	3.83	4.00	5.00	.915	-1.099	.073	1.293	.145	1.00	5.00
Perceptions of institutional support for LGBT+ (1-5; higher scores = higher perceived levels of institutional support for LGBT+)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
							skewness			kurtosis		
LGBT+	UK	461	3.66	3.67	3.67	.576	-.380	.114	.483	.227	1.50	5.00
	PH	391	3.55	3.50	3.7	.596	-.262	.123	.325	.246	1.33	5.00
Non-LGBT+	UK	955	3.79	3.83	3.67	.540	.021	.079	-.201	.158	1.67	5.00
	PH	1130	3.59	3.50	3.67	.535	.264	.073	-.003	.145	1.83	5.00

Personal harassment (1-5; higher scores = higher levels of harassment)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
							skewness			kurtosis		
LGBT+	UK	450	1.28	1.18	1.00	.398	2.39	.115	6.96	.230	1.00	3.55
	PH	388	1.43	1.27	1.00	.478	1.74	.124	3.48	.247	1.00	3.73
Non-LGBT+	UK	957	1.19	1.00	1.00	.338	2.85	.079	10.48	.158	1.00	3.60
	PH	1122	1.34	1.20	1.00	.451	2.45	.073	9.42	.146	1.00	5.00
Ambient harassment (1-5; higher scores = higher levels of harassment)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
							skewness			kurtosis		
LGBT+	UK	284	3.13	3.00	4.00	.887	-.173	.145	-1.051	.288	1.50	4.50
	PH	215	3.06	3.00	2.50	.790	-.079	.166	-.877	.330	1.50	4.50
Non-LGBT+	UK	328	2.81	3.00	2.00	.833	.124	.135	-1.096	.268	1.50	4.50
	PH	414	2.87	3.00	2.50	.798	.100	.120	-.841	.239	1.50	4.50
Social identity belonging (1-5; higher scores = higher levels of social identity belonging within university)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
							skewness			kurtosis		
LGBT+	UK	462	3.73	3.80	4.00	.714	-.643	.114	.358	.227	1.00	5.00
	PH	400	3.91	4.00	3.80	.688	-.730	.122	.669	.243	1.60	5.00
Non-LGBT+	UK	958	3.78	3.80	4.00	.723	-.538	.079	-.001	.158	1.60	5.00
	PH	1129	3.92	4.00	4.00	.665	-.748	.073	.985	.145	1.00	5.00
Psychological well-being (1-6; higher scores = higher levels of psychological well-being)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
							skewness			kurtosis		
LGBT+	UK	461	3.12	3.00	3.00	.929	.113	.114	-.753	.227	1.00	5.40
	PH	398	3.49	3.50	3.40	1.065	.103	.122	-.575	.244	1.00	6.00
Non-LGBT+	UK	959	3.43	3.40	3.20	.988	-.033	.079	-.708	.158	1.00	6.00
	PH	1138	3.74	3.80	3.60	1.026	-.220	.073	-.620	.145	1.00	6.00

4.4 Analysis of variance (ANOVA)

This section presents the results of eight factorial analysis of variance (ANOVA) examining the differences between UK/PH LGBT+ students' and UK/PH cis-heterosexual students' (1) endorsement of anti-LGBT+ prejudice, (2) campus climate perceptions, (3) campus climate experiences, (4) well-being outcomes.

ANOVA is generally robust to violations of parametric assumptions (Field, 2017). Results of Levene's test of homogeneity of variance were all significant, except for 'perceptions of institutional support for LGBT+', suggesting unequal variances across country (UK vs. PH) and sexual orientation/gender identity groupings (LGBT+ and cis-heterosexual). However, given the large sample size across countries (UK = 1,429; PH = 1,555), relative normality and internal reliability of the standardised measured used, significant results in tests of normality and homogeneity of variance can be expected and are not necessarily a cause for concern, particularly given the robustness of ANOVA for inferential hypothesis testing (Field, 2017).

2 (Country: UK vs. Philippines) x 2 (SOGI: LGBT+ vs. cis-heterosexual) ANOVAs were performed to examine differences in endorsement of anti-LGBT+ prejudice, campus climate perceptions and experiences, and well-being outcomes across country and sexual orientation/gender identity groupings. Bonferroni correction was applied, for the total 8 ANOVAs, the corrected p-value for significance is $p < .006$.

4.4.1 Anti-LGBT+ prejudice

4.4.1.1 Traditional anti-LGBT+ prejudice

There was a main effect of SOGI on traditional prejudice (H1), $F(1, 2920) = 190.500$, $p < .001$, $\eta_p^2 = .061$. Overall, cis-heterosexual students ($M = 1.86$, $SD = .84$) endorsed higher levels of traditional anti-LGBT+ prejudice than LGBT+ students ($M = 1.42$, $SD = .55$).

There was a main effect of country on traditional prejudice (H2), $F(1, 2920) = 237.759$, $p < .001$, $\eta_p^2 = .075$. Collectively, PH students ($M = 1.99$, $SD = .81$)

endorsed higher levels of traditional anti-LGBT+ prejudice than UK students ($M = 1.46$, $SD = .67$).

Analyses revealed a significant interaction (H3) between country and SOGI, $F(1, 2920) = 14.266$, $p < .001$, $\eta_p^2 = .005$. PH cis-heterosexual students endorsed the highest level of traditional anti-LGBT+ prejudice followed by PH LGBT+ students, UK cis-heterosexual students, and UK LGBT+ students (Figure 4-2). The interaction highlights how UK cis-heterosexual students ($M = 1.56$, $SD = .75$) and PH LGBT+ students ($M = 1.60$, $SD = .65$) endorsed similar levels of traditional anti-LGBT+ prejudice, with PH LGBT+ students averaging slightly higher levels of prejudice. Overall, the PH SOGI difference in traditional anti-LGBT+ prejudice scores: $-.518$, BCa 95% CI $[-.599, -.439]$, $t(839.65) = -12.690$, $p = < .001$, $d = .775$, was wider than the UK SOGI difference: $-.296$, BCa 95% CI $[-.356, -.235]$, $t(1400.51) = -9.763$, $p = < .001$, $d = .656$.

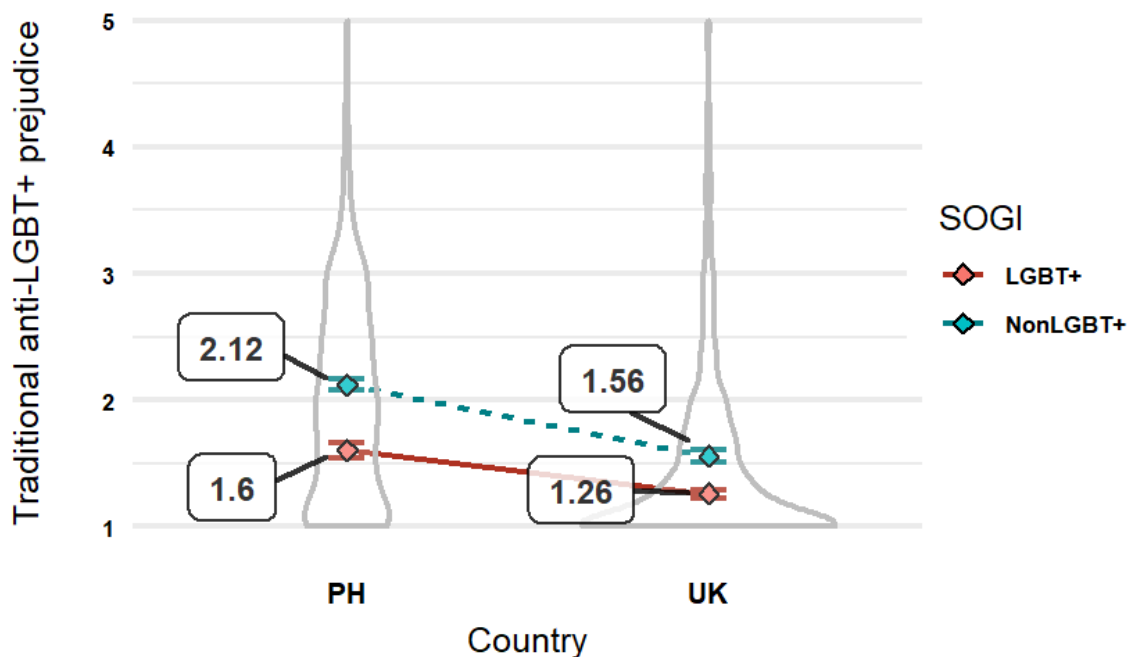


Figure 4-2 Violin plot of the mean scores for traditional anti-LGBT+ prejudice across country (UK vs. PH) and SOGI (LGBT+ vs. cis-heterosexual) groupings.

Note: UK LGBT+ = 456, UK NonLGBT+ = 951; PH LGBT+ = 389, PH NonLGBT+ = 1,128

4.4.1.2 Modern anti-LGBT+ prejudice

There was a main effect of SOGI on modern prejudice (H1), $F(1, 2931) = 347.410$, $p < .001$, $\eta_p^2 = .106$. Overall, cis-heterosexual students ($M = 2.47$, $SD = .84$) endorsed higher levels of modern anti-LGBT+ prejudice than LGBT+ students ($M = 1.83$, $SD = .79$).

There was a main effect of country on modern prejudice (H2), $F(1, 2931) = 164.960$, $p < .001$, $\eta_p^2 = .053$. Collectively, PH students ($M = 2.50$, $SD = .82$) endorsed higher levels of modern anti-LGBT+ prejudice than UK students ($M = 2.06$, $SD = .89$).

PH cis-heterosexual students had the highest means for modern anti-LGBT+ prejudice followed by UK cis-heterosexual students, PH LGBT+ students, and UK LGBT+ students (Figure 4-3). However, the interaction (H3) between country and SOGI was non-significant, $F(1, 2931) = 1.530$, $p = .216$, $\eta_p^2 = .001$.

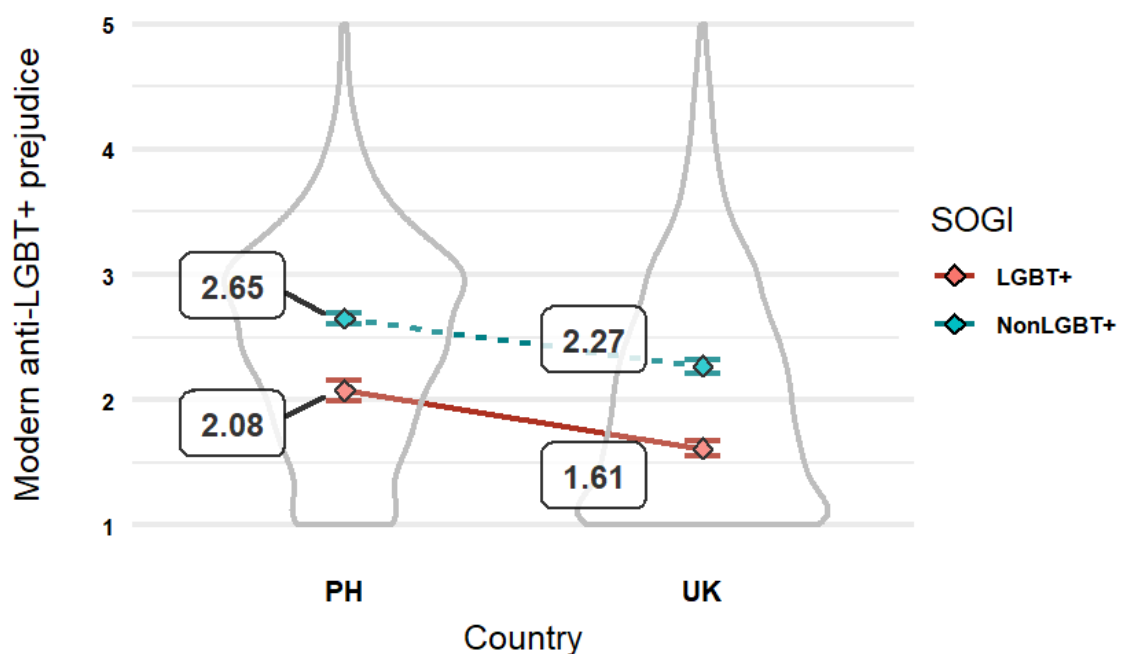


Figure 4-3 Violin plot of the mean scores for modern anti-LGBT+ prejudice across country (UK vs. PH) and SOGI (LGBT+ vs. cis-heterosexual) groupings.

Note: UK LGBT+ = 458, UK NonLGBT+ = 959; PH LGBT+ = 389, PH NonLGBT+ = 1,129

4.4.2 Campus climate perceptions

4.4.2.1 General perceptions of the campus climate

There was a main effect of SOGI on campus climate perceptions (H1), $F(1, 2930) = 15.142$, $p < .001$, $\eta_p^2 = .005$. Overall, cis-heterosexual students ($M = 3.98$, $SD = .87$) reported more positive campus climate perceptions than LGBT+ students ($M = 3.87$, $SD = .82$).

There was a main effect of country on campus climate perceptions (H2), $F(1, 2930) = 68.934$, $p < .001$, $\eta_p^2 = .023$. Collectively, UK students ($M = 4.11$, $SD =$

.77) reported more positive campus climate perceptions than PH students ($M = 3.81, SD = .91$).

Campus climate perceptions had the highest means among UK cis-heterosexual students followed by UK LGBT+ students, PH cis-heterosexual students, and PH LGBT+ students (Figure 4-4). However, the interaction (H3) between country and SOGI was non-significant, $F(1, 2930) = 1.975, p = .160, \eta_p^2 = .001$.

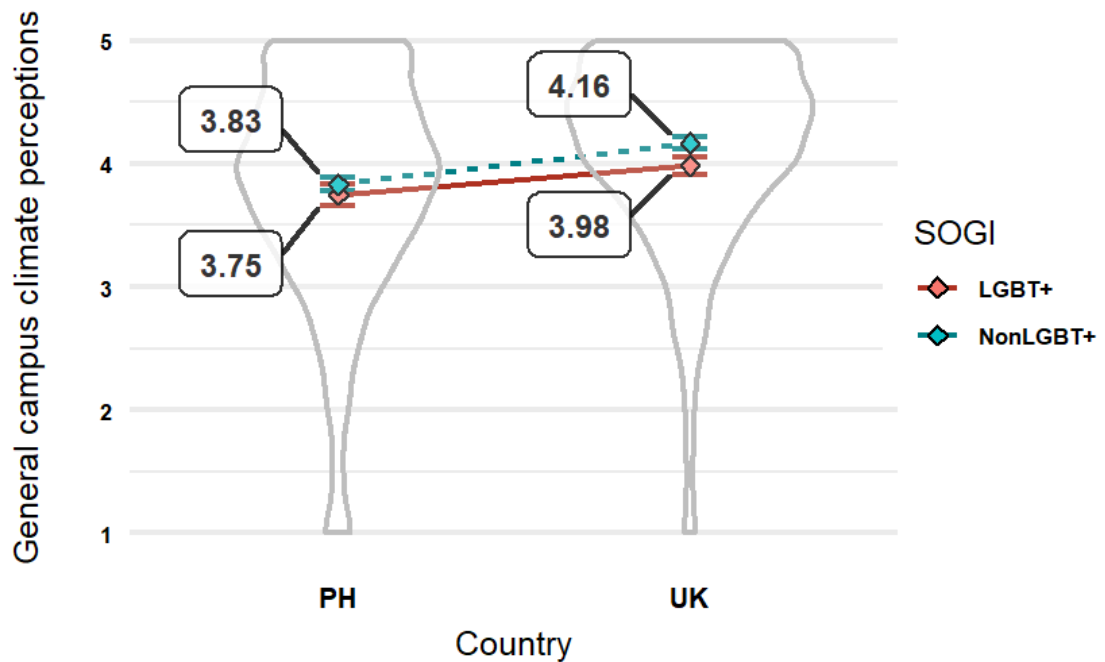


Figure 4-4 Violin plot of the mean scores for general campus climate perceptions across country (UK vs. PH) and SOGI (LGBT+ vs. cis-heterosexual) groupings.
Note: UK LGBT+ = 458, UK NonLGBT+ = 954; PH LGBT+ = 389, PH NonLGBT+ = 1,133

4.4.2.2 Perceptions of institutional support for LGBT+

There was a main effect of SOGI on perceived institutional support for LGBT+ (H1), $F(1, 2933) = 12.319, p < .001, \eta_p^2 = .004$. Overall, cis-heterosexual students ($M = 3.68, SD = .55$) perceived higher levels of institutional support for LGBT+ at their HEIs than LGBT+ students ($M = 3.61, SD = .59$).

There was a main effect of country on perceived institutional support for LGBT+ (H2), $F(1, 2933) = 47.559, p < .001, \eta_p^2 = .016$. Collectively, UK students ($M = 3.75, SD = .55$) perceived higher levels of institutional support for LGBT+ at their HEIs than PH students ($M = 3.58, SD = .55$).

Analyses revealed a significant interaction (H3) between country and SOGI, $F(1, 2933) = 4.497, p < .05, \eta_p^2 = .002$. However, when the Bonferroni correction is applied, this interaction is no longer significant.

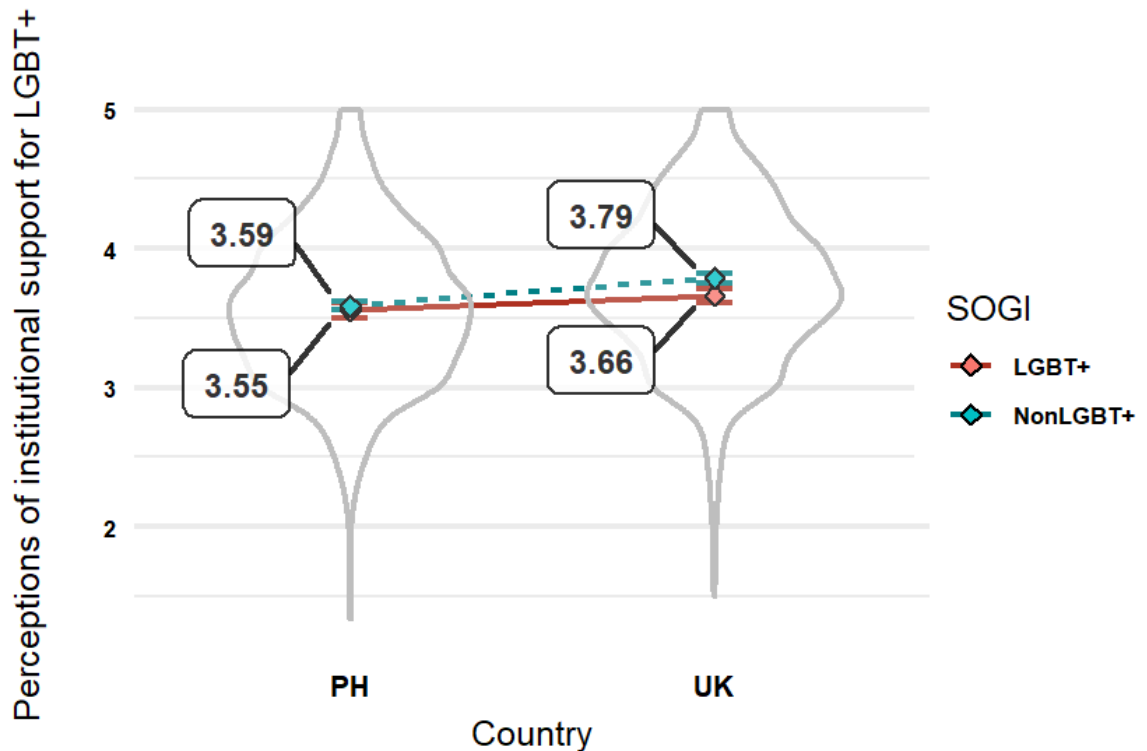


Figure 4-5 Violin plot of the mean scores for perceptions of LGBT+ institutional support across country (UK vs. PH) and SOGI (LGBT+ vs. cis-heterosexual) groupings.
Note: UK LGBT+ = 461, UK NonLGBT+ = 955; PH LGBT+ = 391, PH NonLGBT+ = 1,130

4.4.3 Campus climate experiences

4.4.3.1 Personal harassment

There was a main effect of SOGI on personal harassment (H1), $F(1, 2913) = 26.908, p < .001, \eta_p^2 = .009$. Overall, LGBT+ students ($M = 1.35, SD = .44$) reported higher levels of personal harassment than cis-heterosexual students ($M = 1.27, SD = .41$).

There was a main effect of country on personal harassment (H2), $F(1, 2913) = 74.109, p < .001, \eta_p^2 = .025$. Collectively, PH students ($M = 1.36, SD = .46$) reported higher levels of personal harassment than UK students ($M = 1.22, SD = .36$).

PH LGBT+ students reported the highest means of personal harassment followed by PH cis-heterosexual students, UK LGBT+ students, and UK cis-heterosexual

students (Figure 4-6). However, the interaction (H3) between country and SOGI was non-significant, $F(1, 2913) = .071, p = .79, \eta_p^2 = .000$.

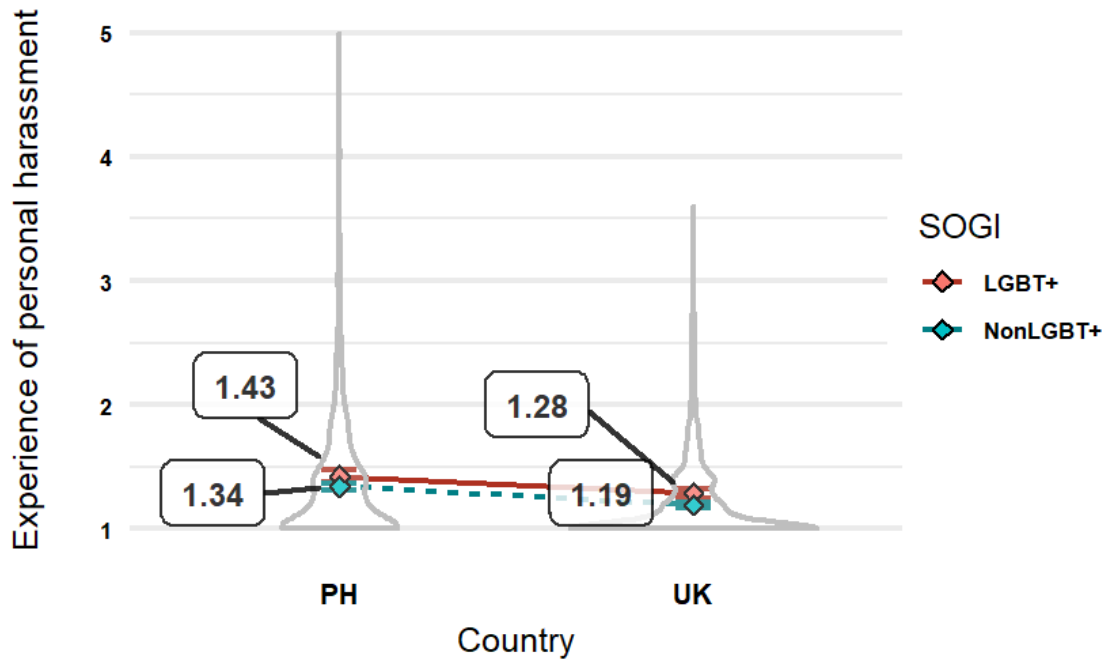


Figure 4-6 Violin plot of the mean scores for personal harassment experiences across country (UK vs. PH) and SOGI (LGBT+ vs. cis-heterosexual) groupings.

Note: UK LGBT+ = 450, UK NonLGBT+ = 957; PH LGBT+ = 388, PH NonLGBT+ = 1,122

4.4.3.2 Ambient harassment

There was a main effect of SOGI on ambient harassment (H1), $F(1, 1237) = 28.229, p < .001, \eta_p^2 = .022$. Overall, LGBT+ students ($M = 3.10, SD = .85$) reported higher levels of ambient harassment than cis-heterosexual students ($M = 2.84, SD = .81$). There was not a significant main effect of country on ambient harassment (H2), $F(1, 1237) = .044, p = .834, \eta_p^2 = .000$.

UK LGBT+ students reported the highest means for ambient harassment followed by PH LGBT+ students, PH cis-heterosexual students, and UK cis-heterosexual students (Figure 4-7). However, the interaction (H3) between country and SOGI was non-significant, $F(1, 1237) = 1.715, p = .191, \eta_p^2 = .001$.

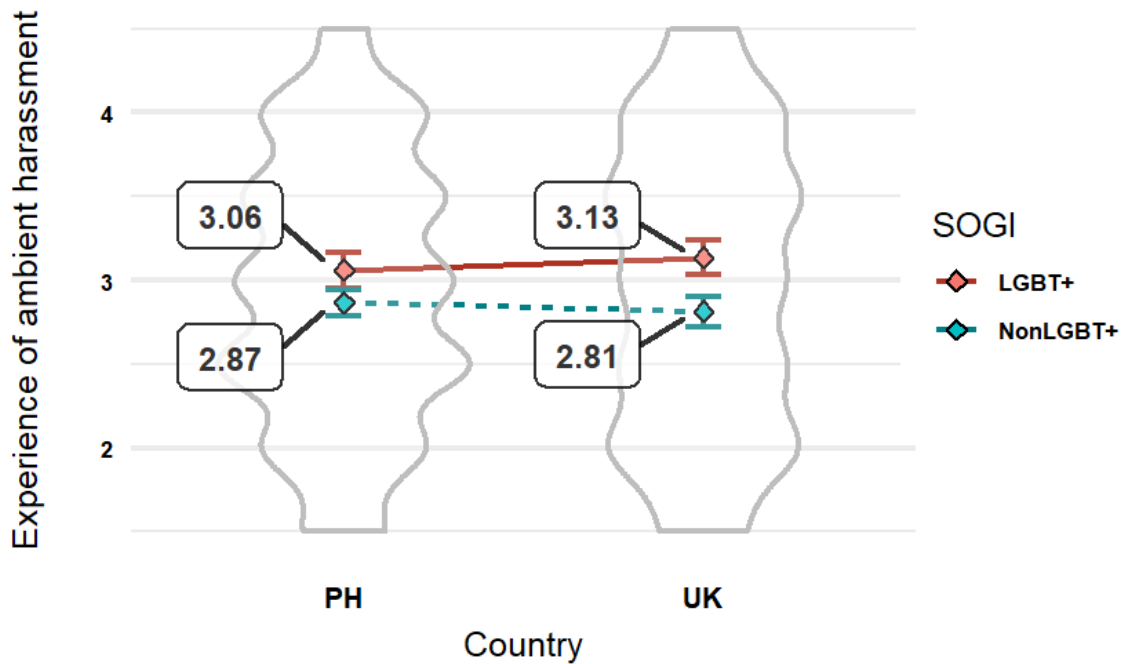


Figure 4-7 Violin plot of the mean scores for ambient harassment experiences across country (UK vs. PH) and SOGI (LGBT+ vs. cis-heterosexual) groupings.

Note: UK LGBT+ = 284, UK NonLGBT+ = 328; PH LGBT+ = 215, PH NonLGBT+ = 414

4.4.4 Well-being outcomes

4.4.4.1 Social identity belonging

There was not a significant main effect of SOGI on belonging (H1), $F(1, 2945) = 1.052$, $p = .305$, $\eta_p^2 = .000$; meaning there were not significant differences between LGBT+ and cis-heterosexual students' scores for social identity belonging.

There was a main effect of country on belonging (H2), $F(1, 2945) = 31.085$, $p < .001$, $\eta_p^2 = .010$. Collectively, PH students ($M = 3.91$, $SD = .67$) reported higher levels of social identity belonging than UK students ($M = 3.76$, $SD = .72$).

PH cis-heterosexual students reported the highest means for social identity belonging followed by PH LGBT+ students, UK cis-heterosexual students, and UK LGBT+ students (Figure 4-8). However, the interaction (H3) between country and SOGI was non-significant, $F(1, 2945) = .496$, $p = .481$, $\eta_p^2 = .000$.

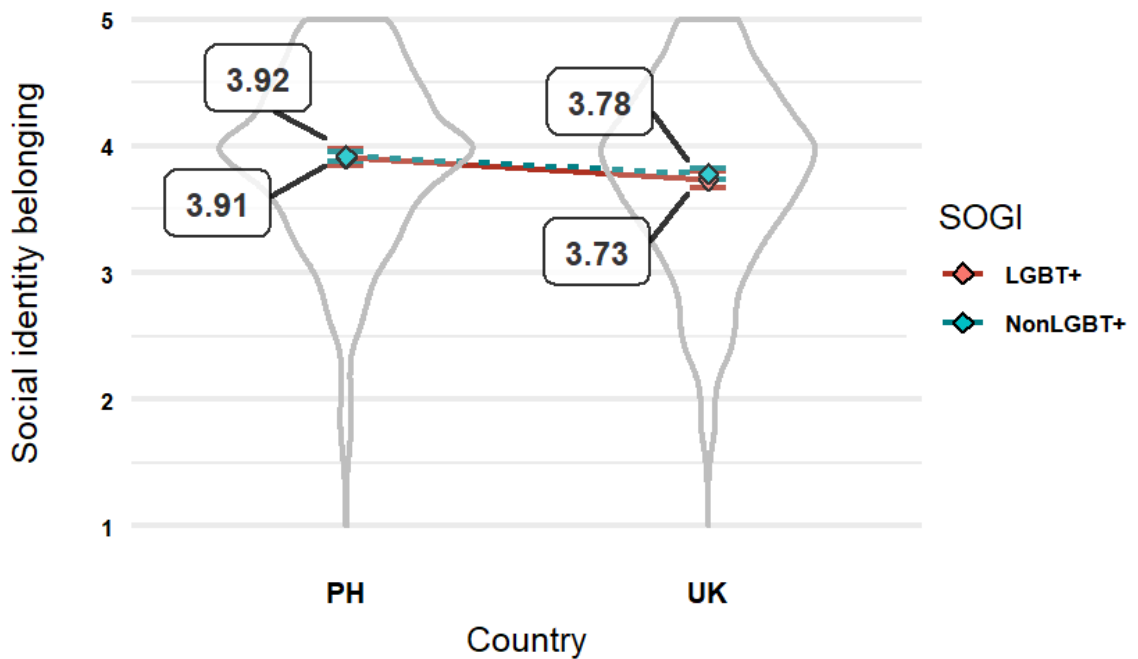


Figure 4-8 Violin plot of the mean scores for social identity belonging across country (UK vs. PH) and SOGI (LGBT+ vs. cis-heterosexual) groupings.

Note: UK LGBT+ = 462, UK NonLGBT+ = 958; PH LGBT+ = 400, PH NonLGBT+ = 1,129

4.4.4.2 Psychological well-being

There was a main effect of SOGI on well-being (H1), $F(1, 2952) = 46.579$, $p < .001$, $\eta_p^2 = .016$. Overall, cis-heterosexual students ($M = 3.60$, $SD = 1.02$) reported higher levels of psychological well-being than LGBT+ students ($M = 3.29$, $SD = 1.01$).

There was a main effect of country on well-being (H2), $F(1, 2952) = 68.822$, $p < .001$, $\eta_p^2 = .023$. Collectively, PH students ($M = 3.67$, $SD = 1.04$) reported higher levels of psychological well-being than UK students ($M = 3.33$, $SD = .98$).

PH cis-heterosexual students reported the highest means for psychological well-being followed by PH LGBT+ students, UK cis-heterosexual students, and UK LGBT+ students (Figure 4-9). However, the interaction (H3) between country and SOGI was non-significant, $F(1, 2952) = .659$, $p = .417$, $\eta_p^2 = .000$.

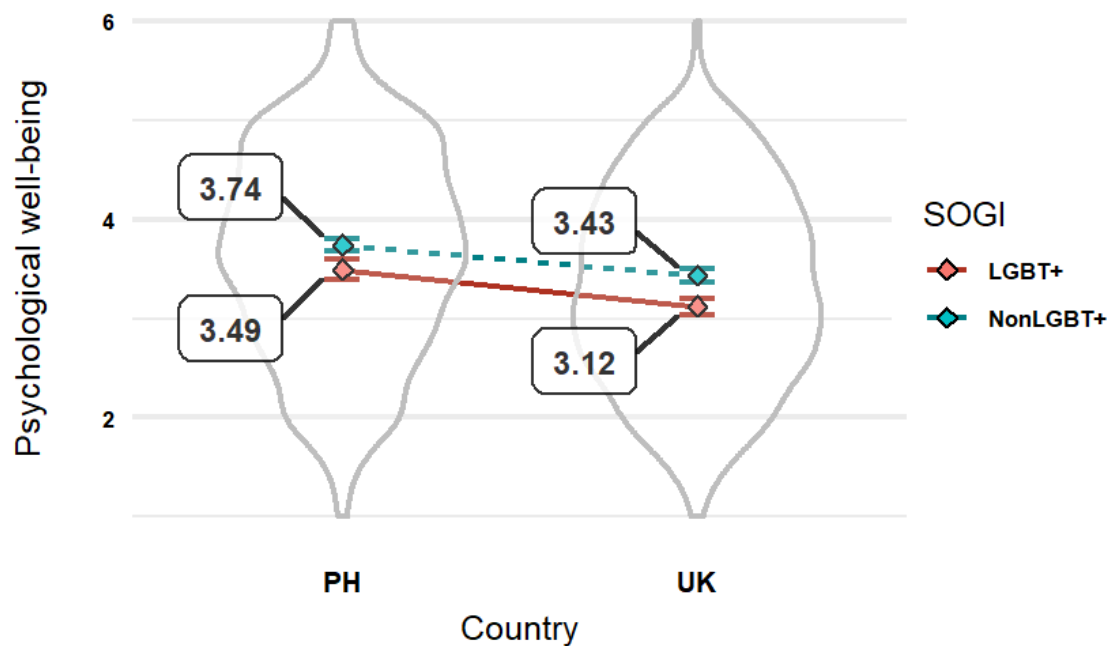


Figure 4-9 Violin plot of the mean scores for psychological well-being across country (UK vs. PH) and SOGI (LGBT+ vs. cis-heterosexual) groupings.

Note: UK LGBT+ = 461, UK NonLGBT+ = 959; PH LGBT+ = 398, PH NonLGBT+ = 1,138

On the whole, the ANOVAs reveal consistent SOGI and national context differences on the validated measures in the Phase 1 survey. The next section explores the factors emerging from the participant data using exploratory data reduction tools, to create latent variables for regression analyses.

4.5 Latent variable development

This section describes the development of four latent variables related to LGBT+ campus climate: (1) Social attitudes toward LGBT+, (2) Campus climate warmth and support, (3) Experience of anti-LGBT+ discrimination, (4) Campus climate-Habitus fit (see Table 4-2). The rationale behind developing latent variables was to create campus climate variables specifically relevant to our sample of UK and PH LGBT+ students since the campus climate survey items we used came from validated measures utilised in studies that were primarily conducted in US HEIs (see 3.2.2 and Table 3-3).

Exploratory principal component analysis (PCA), with oblique rotation (direct oblimin) and an eigenvalue cut-off of 1, was conducted on the 54 items measuring campus climate. PCA was deemed as a suitable variable reduction technique since the campus climate items came from validated measures. Other variable reduction techniques, such as factor analysis, do not offer any general

advantages over PCA (Shalizi, 2009). Moreover, PCA and factor analysis can yield similar results (Field, 2017; Guadagnoli & Velicer, 1988; Warner, 2012), as was the case for this dataset.

Parameters were set in accordance with the recommendations of statistics references (Field, 2017; Shalizi, 2009). Analysis was run on LGBT+ students' (n = 674) data only since the primary aim of the research is to assess LGBT+ campus climates. Given contextual differences between the UK and the Philippines, separate analyses of LGBT+ students' data were run for each country (UK = 430, PH = 244). Kaiser-Meyer-Olkin (KMO) measures for both samples, KMO = .83 (UK); .79 (PH), confirmed the adequacy of the sample size for the analysis.

Scree plots for both countries showed inflexions that suggested retaining three to five components (Figure 4-10).

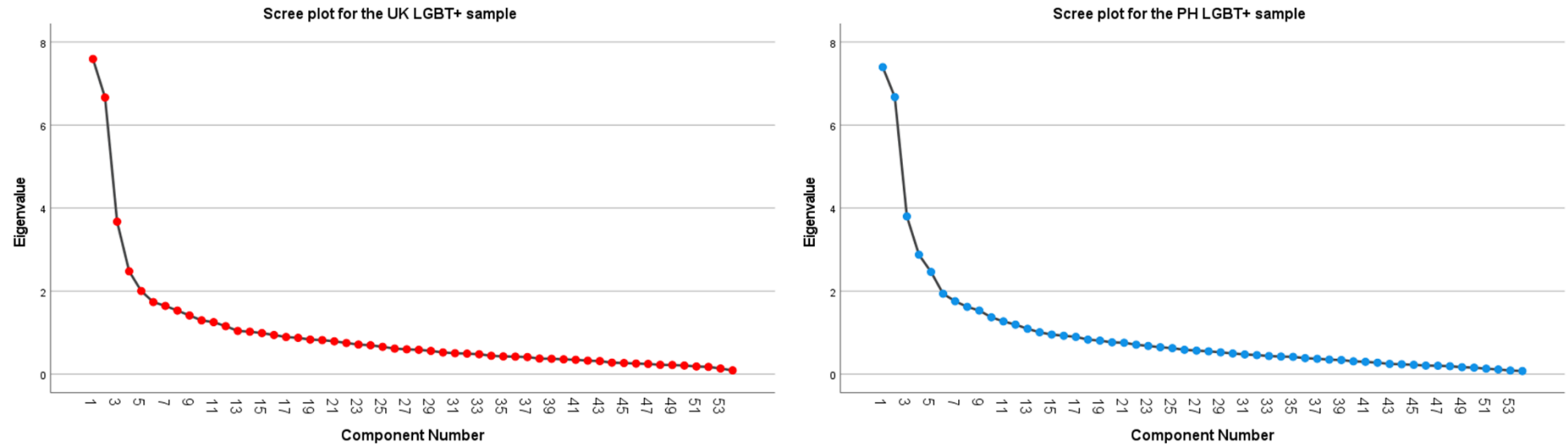


Figure 4-10 Phase 1 scree plots for the UK LGBT+ sample (left) and the PH LGBT+ sample (right). Inflexions suggest retaining three to five components for each sample.

Both countries generally had similar component structures across three-, four-, and five-component models. We decided to retain four components, which explained 37.80% of the variance for the UK sample and 38.43% for the PH sample (based on total cumulative %). Four latent variables relating to various aspects of campus climate were developed from this solution. Overall, Cronbach's alpha for each sample ranged from .77 to .90 suggesting good scale reliability for each latent variable across both UK and PH samples (Table 4-2).

The subsections below provide key details of how each latent variable was developed. Each subsection is accompanied by a table summarising the overall scale reliability and the component loadings of the items comprising the variable for each sample (see Table 4-3 to Table 4-6).

Graham et al. (2003) recommends reporting component loadings from the pattern matrix and the structure matrix. For simplicity, the tables below present values from the structure matrix, which were generally similar to the values from the pattern matrix (see 7.11.4 for component loadings based on the pattern matrix). Although most researchers typically report values from the pattern matrix, the structure matrix is a useful supplement to the pattern matrix because relationships between components can suppress component loading values in the pattern matrix (Field, 2017), which was the case in the current dataset.

A loading cut-off score of .30 was used as a basis for retaining items (Kaiser, 1970). In general, items that loaded at .30 or higher for *both* UK and PH samples were retained. Items were grouped according to the component they loaded most highly on. However, in cases where an item closely loaded onto more than one component, the final decision for grouping items was informed by theory (e.g. Brown et al., 2004; Ellis, 2009; Rankin, 2003; Warner, 2017).

Table 4-2 Phase 1 latent variables. Overview of the four latent variables developed from the principal component analysis of UK and PH LGBT+ students' data from the campus climate measure

Latent variable	Description	Scale reliability (α)
Social attitudes toward LGBT+	15 items describing general social attitudes toward LGBT+	UK: .89 PH: .90
Campus climate warmth and support	14 items indicating perceptions of a warm campus climate that accepts and supports LGBT+ people	UK: .86 PH: .86
Experience of anti-LGBT+ discrimination	11 items relating to first-hand experiences of overt anti-LGBT+ discrimination	UK: .79 PH: .83
Campus climate-Habitus fit	7 items indicating feelings of warmth, comfort, and safety within the campus environment	UK: .79 PH: .77

Note. Scale reliability based on Cronbach's alpha.

4.5.1 Latent variable 1: Social attitudes toward LGBT+

The first latent variable (LV1) comprises 18 items describing general social attitudes toward LGBT+ (see Table 4-3). Twelve out of the 18 items came from existing attitudes toward LGBT+ scales (i.e. Herek, 1998; Massey, 2009; Morrison & Morrison, 2003). Items on this variable cover both traditional (TP) and modern (MP) forms of anti-LGBT+ prejudice. As an indicator of campus climate, this variable also includes general feelings and attitudes toward LGBT+ issues within university contexts (UniAttitudes).

Items for LV1 were primarily selected based on the component they loaded most highly on. Although TP_2 (*Being LGBT+ is merely a different kind of lifestyle that should not be condemned*) loaded above .30 in the PH sample, it was deleted from the final solution since it loaded poorly on the UK sample (.10). Deleting TP_2 did not substantially affect Cronbach's alpha for the PH sample, but it increased Cronbach's alpha from .85 to .86 for the UK sample. Likewise, although ExpAmbKnow (*How many people do you know personally who have been verbally harassed, threatened with violence, sexually harassed, or physically attacked because they were assumed to be LGBT+?*) loaded above .30

in the UK sample, it was deleted from the final solution since it loaded below .30 in the PH sample (-.27). Deleting ExpAmbKnow increased Cronbach's alpha for both samples (UK: .82 to .85; PH: .85 to .87). On the other hand, despite loading above .30 in both samples, ThermometerLGBT (*In general, how do you feel towards the members of the LGBT+ community?*) was deleted from the final solution since doing so increased Cronbach's alpha for both samples (UK: .82 to .86; PH: .85 to .88). These deletions resulted in a final solution with 15 items: five assessing endorsement of traditional anti-LGBT+ prejudice, six assessing endorsement of modern anti-LGBT+ prejudice, and four assessing attitudes toward LGBT+ related topics within university contexts. This yields a variable that encapsulates existing measures of subtle and overt prejudiced attitudes combined with campus climate related measures. In this sense, it is a multi-layered and university-contextualised (e.g. curriculum, EDI policies) measure of social attitudes toward LGBT+.

Table 4-3 Latent variable 1 principal component analysis results for the campus climate measure. Component loadings are based on the structure matrix. Items deleted from the final solution are marked with a ~~strikethrough~~.

Code	Item	UK	PH
TP_1	Being LGBT+ is a sin.	.39	.54
MP_1	LGBT+ people should stop complaining about the way they are treated in society, and simply get on with their lives.	.80	.68
MP_2	LGBT+ people do not have all the rights they need.	.52	.36
UniAttitudes_1	Universities should have anti-discrimination policy statements for LGBT+ people.	.67	.51
MP_3	If LGBT+ people want to be treated like everyone else, then they need to stop making such a fuss about their sexuality/culture.	.73	.67
UniAttitudes_2	Sexual orientation should be included in university written statements about diversity and inclusion.	.59	.60
TP_3	The growing number of LGBT+ people indicates a decline in morals.	.63	.78
TP_4	Homosexuality is just as moral a way of life as heterosexuality.	.46	.52
MP_4	LGBT+ people have become far too confrontational in their demand for equal rights.	.77	.72
TP_5	If two people really love each other, then it shouldn't matter whether they are a woman and a man, two women or two men.	.45	.69
MP_5	LGBT+ people still need to protest for equal rights.	.66	.52
MP_6	Many LGBT+ people use their sexual orientation and gender identity so that they can obtain special rights and privileges.	.70	.56
UniAttitudes_3	LGBT+ issues should be included in the curriculum and taught in classes.	.62	.64
TP_6	Being LGBT+ is a perversion.	.49	.68
UniAttitudes_4	Gender identity should be included in university written statements about diversity and inclusion.	.70	.67
TP_2	Being LGBT+ is merely a different kind of lifestyle that should not be condemned.	.10	.42
ThermometerLGBT	In general, how do you feel towards the members of the LGBT+ community? Your rating (i.e. any number from 0° - 100°)	-.54	-.50
ExpAmbKnow	How many people do you know personally who have been verbally harassed, threatened with violence, sexually harassed, or physically attacked because they were assumed to be LGBT+?	-.35	-.27

Latent variable 1: Social attitudes toward LGBT+

Number of items: 15

Cronbach's alpha:

.89 (UK; $n = 454$)

.90 (PH; $n = 387$)

4.5.2 Latent variable 2: Campus climate warmth and support

The second latent variable (LV2) comprises 15 items indicating perceptions of a warm campus climate that accepts and supports LGBT+ people (see Table 4-4). Items were adapted from previous campus climate surveys and published studies involving LGBT+ (e.g. Brown et al., 2004; Ellis, 2009; Garvey et al., 2018; National LGBT Survey, 2018; Rankin, 2003; Warner, 2017).

Items for LV2 were primarily selected based on the component they loaded most highly on, except for *LGBTComfort (How comfortable do you feel being an LGBT+ person at your university?)* for the PH sample. *LGBTComfort* loaded slightly more strongly on component 4 in the PH sample (.47), but the decision was made to retain this item in LV2 since it loaded the highest in LV2 in the UK sample (.52) and conceptually fit with perceptions of warmth and acceptance toward LGBT+ people. Despite loading above .30 in both samples, *PerceptionLGBTAttitudes (To what extent do you think anti-LGBT+ attitudes exist at your university campus?)* was deleted from the final solution since doing so increased Cronbach's alpha for both samples (UK: .81 to .86; PH: .82 to .86). This deletion resulted in a final solution with 14 items: seven assessing perceptions of campus climate warmth and safety, six assessing perceptions of institutional support and acceptance toward LGBT+ people, and one assessing LGBT+ students' level of comfort within their universities. Therefore, this variable provides a more comprehensive operationalisation of campus climate perceptions that takes into account not only valence, but also institutional responses to LGBT+ issues.

Table 4-4 Latent variable 2 principal component analysis results for the campus climate measure. Component loadings are based on the structure matrix. Items deleted from the final solution are marked with a ~~strikethrough~~.

Code	Item	UK	PH
Perception_1	Please rate the campus environment in general using the following scale (1-5): Unsafe:Safe	.55	.51
Perception_2	Please rate the campus environment in general using the following scale (1-5): Unfriendly:Friendly	.52	.52
Perception_3	Please rate the campus environment in general using the following scale (1-5): Non-inclusive:Inclusive	.64	.72
Perception_4	Please rate the campus environment in general using the following scale (1-5): Unsupportive:Supportive	.52	.69
Perception_5	Please rate the campus environment in general using the following scale (1-5): Homophobic:Not homophobic	.70	.82
Perception_6	Please rate the campus environment in general using the following scale (1-5): Biphobic:Not biphobic	.72	.81
Perception_7	Please rate the campus environment in general using the following scale (1-5): Transphobic:Not transphobic	.74	.76
PerceptionResponse_1	My university thoroughly addresses campus issues related to sexual orientation or homophobia / biphobia.	.41	.47
PerceptionResponse_2	My university thoroughly addresses campus issues related to gender identity or transphobia.	.49	.47
PerceptionResponse_3	The classroom environment at my university is accepting of LGBT+ people.	.55	.46
PerceptionResponse_4	The faculty and staff at my university are not accepting of LGBT+ people.	.50	.44
PerceptionResponse_5	The students at my university are not accepting of LGBT+ people.	.60	.39
PerceptionResponse_6	I feel that I can raise LGBT+ issues in the classroom.	.42	.33
LGBTComfort	How comfortable do you feel being an LGBT+ person at your university?	.52	.38
PerceptionLGBTAttitudes	To what extent do you think anti-LGBT+ attitudes exist at your university campus?	-.58	-.47

Latent variable 2: Campus climate warmth and support

Number of items: 14

Cronbach's alpha:

.86 (UK; $n = 448$)

.86 (PH; $n = 377$)

4.5.3 Latent variable 3: Direct experiences of anti-LGBT+ discrimination

The third latent variable (LV3) comprises 13 items relating to experiences of anti-LGBT+ discrimination (see Table 4-5). Items were selected based on the component they loaded most highly on. Although Fear (*Since being at this university, have you ever feared for your physical safety because of your sexual orientation / gender identity?*) loaded above .30 in both samples, it was a dichotomous variable (i.e. Yes/No response scale) so the decision was made to remove it from the final solution to retain scale uniformity (i.e. 1-5 Likert-scale) for LV3. On the other hand, although ExpAmbKnow (*How many people do you know personally who have been verbally harassed, threatened with violence, sexually harassed, or physically attacked because they were assumed to be LGBT+?*) loaded above .30 in the PH sample, it was deleted from the final solution since it loaded below .30 in the UK sample (.26). Deleting Fear and ExpAmbKnow did not substantially affect Cronbach's alpha for both samples. The final solution comprised 11 items that relate to first-hand experiences of overt anti-LGBT+ discrimination. This yields a variable that encapsulates existing measures of personal and ambient harassment. In this sense, it is a more comprehensive measure of various form of anti-LGBT+ discrimination within a university setting.

Table 4-5 Latent variable 3 principal component analysis results for the campus climate measure. Component loadings are based on the structure matrix. Items deleted from the final solution are marked with a ~~strikethrough~~.

Code	Item	UK	PH
ExpPersonalLGBT_1	Since being at this university, have you experienced the following situations on campus? - Heard offensive jokes or remarks about LGBT+ people	.56	.34
ExpPersonalLGBT_2	Since being at this university, have you experienced the following situations on campus? - Verbal insults or other hurtful comments directed at you	.74	.66
ExpPersonalLGBT_3	Since being at this university, have you experienced the following situations on campus? - Been threatened with physical violence	.70	.66
ExpPersonalLGBT_4	Since being at this university, have you experienced the following situations on campus? - Had personal property damaged or destroyed	.38	.62
ExpPersonalLGBT_5	Since being at this university, have you experienced the following situations on campus? - Had objects thrown at you	.44	.66
ExpPersonalLGBT_6	Since being at this university, have you experienced the following situations on campus? - Been physically assaulted	.63	.68
ExpPersonalLGBT_7	Since being at this university, have you experienced the following situations on campus? - Been threatened with sexual harassment or violence	.58	.74
ExpPersonalLGBT_8	Since being at this university, have you experienced the following situations on campus? - Experienced sexual harassment or violence	.49	.61
ExpPersonalLGBT_9	Since being at this university, have you experienced the following situations on campus? - Excluded from events or activities	.34	.56
ExpPersonalLGBT_10	Since being at this university, have you experienced the following situations on campus? - Called homophobic, biphobic, and/or transphobic names	.67	.47
ExpPersonalLGBT_11	Since being at this university, have you experienced the following situations on campus? - Someone disclosing that you are LGBT+ to others without your permission	.47	.55
Fear	Since being at this university, have you ever feared for your physical safety because of your sexual orientation / gender identity?	.44	.34
ExpAmbKnow	How many people do you know personally who have been verbally harassed, threatened with violence, sexually harassed, or physically attacked because they were assumed to be LGBT+?	.26	.42

Latent variable 3: Direct experiences of anti-LGBT+ discrimination

Number of items: 11

Cronbach's alpha:

.79 (UK; $n = 450$)

.83 (PH; $n = 388$)

4.5.4 Latent variable 4: Campus climate-Habitus fit

The fourth latent variable (LV4) comprises eight items indicating feelings of warmth, comfort, and safety within the campus environment (see Table 4-6). Items were selected based on the component they loaded most highly on. Although LGBTComfort (*How comfortable do you feel being an LGBT+ person at your university?*) loaded above .30 in the PH sample, it was deleted from the final solution since it loaded below .30 in the UK sample (-.25). Deleting LGBTComfort did not substantially affect Cronbach's alpha for both samples. This deletion resulted in a final solution of seven items: five assessing comfort levels across various campus settings, one item each for describing feelings of warmth and safety within the campus environment. Therefore, this variable provides a broader operationalisation of campus climate perceptions by focusing more on feelings and Bourdieusian conceptions of habitus-fit as drivers of campus comfort.

Table 4-6 Latent variable 4 principal component analysis results for the campus climate measure. Component loadings are based on the structure matrix. Items deleted from the final solution are marked with a ~~strikethrough~~.

Code	Item	UK	PH
ThermometerClimate	In general, how would you rate the overall campus feeling at your university? Your rating (i.e. any number from 0° - 100°)	-.46	.46
Comfort_1	How comfortable do you feel sitting alone in: - University library	-.52	.51
Comfort_2	How comfortable do you feel sitting alone in: - University cafeteria	-.76	.70
Comfort_3	How comfortable do you feel sitting alone in: - University clubs / societies	-.77	.74
Comfort_4	How comfortable do you feel sitting alone in: - University sports groups / clubs	-.73	.64
Comfort_5	How comfortable do you feel sitting alone in: - Shops and restaurants in / near campus	-.65	.68
Safety	How safe do you feel walking alone at night around university buildings?	-.41	.38
LGBTComfort	How comfortable do you feel being an LGBT+ person at your university?	-.25	.47

Latent variable 4: Campus climate-Habitus fit

Number of items: 7; Cronbach's alpha: .79 (UK; $n = 454$), .77 (PH; $n = 262$)

Although both UK and PH samples had similar component structures, items deleted due to poor component loadings in one sample (i.e. TP_2: *Being LGBT+ is merely a different kind of lifestyle that should not be condemned*; ExpAmbKnow: *How many people do you know personally who have been verbally harassed, threatened with violence, sexually harassed, or physically attacked because they were assumed to be LGBT+?*; LGBTComfort: *How comfortable do you feel being an LGBT+ person at your university?*) suggest nuances between UK and PH contexts. Discussion of the contextual nuances between UK and PH component structures, along with a comparison and contrast of the four latent campus climate variables in relation to Rankin's (2003, 2005, 2010) operationalisation of campus climate will be elucidated in the Discussion (see Chapter 7). These newly developed measures justify separate regression models for each national context in order to predict LGBT+ student outcomes.

4.6 Linear regression

This section presents six regression models exploring relevant predictors of UK and PH LGBT+ students' academic and well-being outcomes. In order to explore the predictive relationships between campus climate variables and outcomes as they were experienced by our cohort sample, rather than exclusively as the validated measures used in previous US-based campus climate studies intended (see 4.4 for the confirmatory analysis of between-groups differences using validated measures as intended), we computed average scores for each latent variable (LV1: Social attitudes toward LGBT+, LV2: Campus climate warmth and support, LV3: Experience of anti-LGBT+ discrimination, LV4: Campus climate-Habitus fit) and used them in the analyses for a participant data-driven approach to regression.

Section 4.6.1 presents hierarchical regression models estimating UK and PH LGBT+ students' academic performance (4.6.1.1), academic persistence (4.6.1.2), and psychological well-being (4.6.1.3) from the latent variables Campus climate warmth and support, Campus climate-Habitus fit, Experience of anti-LGBT+ discrimination, Social attitudes toward LGBT+. Regressions were run separately for each country resulting in a total of six regression models.

4.6.1 Latent variables and outcomes

Hierarchical regressions were used to investigate the predictive relationship between the newly developed latent campus climate variables (LV1-LV4) on academic and well-being outcomes of UK and PH LGBT+ students. Predictors were entered in a stepwise fashion based on their substantive theoretical, but also data-driven, importance (i.e. starting with the strongest theoretical as well as most highly correlated predictor; see Table 7-11): (1) Campus climate warmth and support [LV2], (2) Campus climate-Habitus fit [LV4], (3) Experience of anti-LGBT+ discrimination [LV3], (4) Social attitudes toward LGBT+ [LV1]. We hypothesised that the latent variables will additively predict academic performance, persistence, and well-being for UK and PH LGBT+ students, with greater variance explained in the Philippines.

4.6.1.1 Regression 1: Academic performance

The final predictive model for the UK sample was Model 2 whereby Campus climate warmth and support ($\beta = .081, p = .115$) and Campus climate-Habitus fit ($\beta = .100, p \leq .05$) explained 1.9% of the variance in academic performance for UK LGBT+ students. The model was a significant predictor of academic performance in the UK sample: $F(2, 436) = 5.148, p < .01$. Table 4-7 summarises the regression coefficients for the UK sample.

The final predictive model for the PH sample was Model 1 whereby Campus climate warmth and support ($\beta = .148, p < .01$) explained 1.9% of the variance in academic performance for PH LGBT+ students. The model was a significant predictor of academic performance in the PH sample: $F(1, 370) = 8.307, p < .01$. Table 4-8 summarises the regression coefficients for the PH sample.

Table 4-7 UK hierarchical regression model A predicting LGBT+ students' academic performance (measured as self-reported grades) from campus climate variables. Final model shown in bold.

	<i>b</i>	<i>SE b</i>	<i>B</i>	95% CI		<i>t</i>	<i>p</i>
				<i>LL</i>	<i>UL</i>		
Model 1							
Campus climate warmth and support	.146	.057	.121	.033	.258	2.541	.011**
Model 2							
Campus climate warmth and support	.098	.062	.081	-.024	.220	1.579	.115
Campus climate-Habitus fit	.087	.045	.100	-.001	.175	1.949	.052*
Model 3							
Campus climate warmth and support	.072	.065	.059	-.055	.198	1.112	.267
Campus climate-Habitus fit	.088	.045	.101	.000	.175	1.962	.050
Experience of anti-LGBT+ discrimination	-.125	.084	-.074	-.289	.040	-1.493	.136
Model 4							
Campus climate warmth and support	.074	.065	.061	-.054	.202	1.141	.254
Campus climate-Habitus fit	.086	.045	.099	-.002	.174	1.923	.055
Experience of anti-LGBT+ discrimination	-.125	.064	-.074	-.290	.040	-1.494	.136
Social attitudes toward LGBT+	-.023	.067	-.016	-.154	.108	-.340	.734

Note. Values presented are adjusted R^2 : Model 1** $\Delta R^2 = .012$; Model 2* $\Delta R^2 = .007$; Model 3 $\Delta R^2 = .002$; Model 4 $\Delta R^2 = .002$
 $n = 439$.

b = unstandardised regression coefficient. *B* = standardised regression coefficient.

LL = 95% confidence interval lower limit. *UL* = 95% confidence interval upper limit.

* $p \leq .05$ ** $p < .01$ *** $p < .001$

Table 4-8 PH hierarchical regression model A predicting LGBT+ students' academic performance (measured as self-reported grades) from campus climate variables. Final model shown in bold.

	<i>b</i>	<i>SE b</i>	<i>B</i>	95% CI		<i>t</i>	<i>p</i>
				<i>LL</i>	<i>UL</i>		
Model 1							
Campus climate warmth and support	.158	.055	.148	.050	.266	2.882	.004**
Model 2							
Campus climate warmth and support	.164	.057	.154	.051	.277	2.846	.005**
Campus climate-Habitus fit	-.017	.051	-.018	-.118	.084	-.332	.740
Model 3							
Campus climate warmth and support	.149	.060	.140	.032	.266	2.497	.013*
Campus climate-Habitus fit	-.021	.052	-.022	-.122	.080	-.408	.683
Experience of anti-LGBT+ discrimination	-.070	.076	-.050	-.219	.080	-.914	.361
Model 4							
Campus climate warmth and support	.150	.060	.141	.033	.268	2.517	.012*
Campus climate-Habitus fit	-.019	.052	-.020	-.121	.082	-.372	.710
Experience of anti-LGBT+ discrimination	-.063	.076	-.045	-.214	.087	-.829	.408
Social attitudes toward LGBT+	.045	.053	.044	-.060	.150	.842	.400

Note. Values presented are adjusted R^2 : **Model 1**** $\Delta R^2 = .019$; Model 2 $\Delta R^2 = .002$; Model 3 $\Delta R^2 = .000$; Model 4 $\Delta R^2 = .001$
 $n = 372$.

b = unstandardised regression coefficient. *B* = standardised regression coefficient.

LL = 95% confidence interval lower limit. *UL* = 95% confidence interval upper limit.

* $p < .05$ ** $p \leq .01$ *** $p < .001$

4.6.1.2 Regression 2: Academic persistence

The final predictive model for the UK sample was Model 3 whereby Campus climate warmth and support ($\beta = -.110, p < .05$), Campus climate-Habitus fit ($\beta = -.154, p < .01$), and Experience of anti-LGBT+ discrimination ($\beta = .149, p < .01$) explained 8% of the variance in academic persistence for UK LGBT+ students.

The model was a significant predictor of academic persistence in the UK sample: $F(3, 436) = 13.727, p < .001$. Table 4-9 summarises the regression coefficients for the UK sample.

The final predictive model for the PH sample was Model 1 whereby Campus climate warmth and support ($\beta = -.310, p < .001$) explained 9.3% of the variance in academic persistence for PH LGBT+ students. The model was a significant predictor of academic persistence in the PH sample: $F(1, 370) = 39.256, p < .001$. Table 4-10 summarises the regression coefficients for the PH sample.

Table 4-9 UK hierarchical regression model B predicting LGBT+ students' academic persistence (measured as intentions to drop-out) from campus climate variables. Final model shown in bold.

	<i>b</i>	<i>SE b</i>	<i>B</i>	95% CI		<i>t</i>	<i>p</i>
				<i>LL</i>	<i>UL</i>		
Model 1							
Campus climate warmth and support	-.529	.115	-.215	-.754	-.303	-4.606	.000***
Model 2							
Campus climate warmth and support	-.379	.124	-.154	-.623	-.136	-3.059	.002**
Campus climate-Habitus fit	-.271	.089	-.153	-.446	-.096	-3.043	.002**
Model 3							
Campus climate warmth and support	-.270	.128	-.110	-.520	-.019	-2.112	.035*
Campus climate-Habitus fit	-.273	.088	-.154	-.446	-.099	-3.091	.002**
Experience of anti-LGBT+ discrimination	.516	.166	.149	.190	.842	3.113	.002**
Model 4							
Campus climate warmth and support	-.277	.129	-.113	-.529	-.024	-2.153	.032*
Campus climate-Habitus fit	-.269	.089	-.152	-.443	-.095	-3.033	.003**
Experience of anti-LGBT+ discrimination	.517	.166	.149	.191	.843	3.114	.002**
Social attitudes toward LGBT+	.067	.132	.023	-.193	.326	.504	.614

Note. Values presented are adjusted R^2 : Model 1*** $\Delta R^2 = .044$; Model 2** $\Delta R^2 = .018$; Model 3** $\Delta R^2 = .018$; Model 4 $\Delta R^2 = .002$
 $n = 440$.

b = unstandardised regression coefficient. *B* = standardised regression coefficient.

LL = 95% confidence interval lower limit. *UL* = 95% confidence interval upper limit.

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4-10 PH hierarchical regression model B predicting PH LGBT+ students' academic persistence (measured as intentions to drop-out) from campus climate variables. Final model shown in bold.

	<i>b</i>	<i>SE b</i>	<i>B</i>	95% CI		<i>t</i>	<i>p</i>
				<i>LL</i>	<i>UL</i>		
Model 1							
Campus climate warmth and support	-.682	.109	-.310	-.896	-.468	-6.265	.000***
Model 2							
Campus climate warmth and support	-.650	.114	-.295	-.875	-.426	-5.700	.000***
Campus climate-Habitus fit	-.094	.102	-.048	-.295	.106	-.923	.357
Model 3							
Campus climate warmth and support	-.603	.118	-.274	-.835	-.370	-5.097	.000**
Campus climate-Habitus fit	-.081	.102	-.041	-.282	.120	-.793	.428
Experience and fear of anti-LGBT+ discrimination	.229	.151	.079	-.068	.525	1.517	.130
Model 4							
Campus climate warmth and support	-.607	.118	-.276	-.839	-.375	-5.319	.000***
Campus climate-Habitus fit	-.087	.102	-.044	-.288	.114	-.854	.393
Experience and fear of anti-LGBT+ discrimination	.208	.151	.072	-.090	.505	1.374	.170
Social attitudes toward LGBT+	-.152	.106	-.071	-.360	.056	-1.441	.150

Note. Values presented are adjusted R^2 : **Model 1***** $\Delta R^2 = .093$; Model 2 $\Delta R^2 = .000$; Model 3 $\Delta R^2 = .003$; Model 4 $\Delta R^2 = .003$
 $n = 372$.

b = unstandardised regression coefficient. *B* = standardised regression coefficient.

LL = 95% confidence interval lower limit. *UL* = 95% confidence interval upper limit.

* $p < .05$ ** $p < .01$ *** $p < .001$

4.6.1.3 Regression 3: Psychological well-being

The final predictive model for the UK sample was Model 2 whereby Campus climate warmth and support ($\beta = .059, p = .201$) and Campus climate-Habitus fit ($\beta = .432, p < .001$) explained 20.7% of the variance in WHO-5 scores for UK LGBT+ students. The model was a significant predictor of psychological well-being in the UK sample: $F(2, 437) = 58.406, p < .001$. Table 4-11 summarises the regression coefficients for the UK sample.

The final predictive model for the PH sample was Model 2 whereby Campus climate warmth and support ($\beta = .165, p < .001$) and Campus climate-Habitus fit ($\beta = .300, p < .001$) explained 14.2% of the variance in WHO-5 scores for PH LGBT+ students. The model was a significant predictor of psychological well-being in the PH sample: $F(2, 369) = 31.717, p < .001$. Table 4-12 summarises the regression coefficients for the PH sample.

Table 4-11 UK hierarchical regression model C predicting UK LGBT+ students' psychological well-being (measured as WHO-5 scores) from campus climate variables. Final model shown in bold.

	<i>b</i>	<i>SE b</i>	<i>B</i>	95% CI		<i>t</i>	<i>p</i>
				<i>LL</i>	<i>UL</i>		
Model 1							
Campus climate warmth and support	.378	.076	.231	.228	.527	4.969	.000***
Model 2							
Campus climate warmth and support	.097	.076	.059	-.052	.246	1.282	.201
Campus climate-Habitus fit	.509	.054	.432	.402	.616	9.341	.000***
Model 3							
Campus climate warmth and support	.110	.079	.067	-.045	.265	1.393	.164
Campus climate-Habitus fit	.509	.055	.432	.402	.616	9.331	.000***
Experience of anti-LGBT+ discrimination	.060	.102	.026	-.141	.261	.587	.558
Model 4							
Campus climate warmth and support	.106	.079	.065	-.050	.262	1.338	.181
Campus climate-Habitus fit	.511	.055	.434	.403	.618	9.321	.000***
Experience of anti-LGBT+ discrimination	.060	.103	.026	-.141	.262	.590	.556
Social attitudes toward LGBT+	.033	.082	.017	-.128	.193	.401	.689

Note. Values presented are adjusted R^2 : Model 1*** $\Delta R^2 = .051$; Model 2*** $\Delta R^2 = .156$; Model 3 $\Delta R^2 = .001$; Model 4 $\Delta R^2 = .000$
 $n = 440$.

b = unstandardised regression coefficient. *B* = standardised regression coefficient.

LL = 95% confidence interval lower limit. *UL* = 95% confidence interval upper limit.

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4-12 PH hierarchical regression model C predicting PH LGBT+ students' psychological well-being (measured as WHO-5 scores) from campus climate variables. Final model shown in bold.

	<i>b</i>	<i>SE b</i>	<i>B</i>	95% CI		<i>t</i>	<i>p</i>
				<i>LL</i>	<i>UL</i>		
Model 1							
Campus climate warmth and support	.434	.086	.255	.266	.603	5.065	.000***
Model 2							
Campus climate warmth and support	.281	.086	.165	.112	.450	3.269	.001***
Campus climate-Habitus fit	.457	.077	.300	.306	.609	5.950	.000***
Model 3							
Campus climate warmth and support	.295	.089	.173	.119	.471	3.304	.001***
Campus climate-Habitus fit	.461	.077	.302	.309	.613	5.973	.000***
Experience of anti-LGBT+ discrimination	.067	.114	.030	-.157	.291	.585	.559
Model 4							
Campus climate warmth and support	.302	.088	.177	.128	.476	3.420	.001***
Campus climate-Habitus fit	.471	.076	.309	.321	.622	6.168	.000***
Experience of anti-LGBT+ discrimination	.100	.113	.045	-.122	.323	.885	.377
Social attitudes toward LGBT+	.245	.079	.148	.089	.400	3.093	.002**

Note. Values presented are adjusted R^2 : Model 1*** $\Delta R^2 = .062$; Model 2*** $\Delta R^2 = .080$; Model 3 $\Delta R^2 = .001$; Model 4** $\Delta R^2 = .019$
 $n = 372$.

b = unstandardised regression coefficient. *B* = standardised regression coefficient.

LL = 95% confidence interval lower limit. *UL* = 95% confidence interval upper limit.

* $p < .05$ ** $p < .01$ *** $p < .001$

Given the suggested importance of campus climate in predicting LGBT+ students' academic and well-being outcomes, the next section builds on the associations established by the regressions by exploring the processes (moderation and mediation) that link campus climate to academic and well-being outcomes for LGBT+ students.

4.7 Conditional process analysis: Moderated mediation

This section culminates the quantitative analyses by presenting an integrative moderated mediation model describing the mechanism and boundary conditions through which campus climate impacts LGBT+ students' academic persistence through social identity belonging.

Conditional process analysis (CPA) is useful for understanding the “conditional nature of the mechanisms by which a variable transmits its effect on another and testing hypotheses about such contingent effects” (Hayes, 2018, p. 10). Although mediation analysis is useful in describing *how* effects occur, it does not capture how these effects can vary for different groups of people. In order to describe the boundary conditions of indirect effects, moderation analysis is necessary since it allows us to understand *when* or *for whom* certain effects occur (Hayes, 2018). Thus, combining mediation and moderation in a conditional process model can provide us with a fuller understanding of how campus climates impact outcomes for LGBT+ students by allowing us to describe the boundary conditions through which campus climate transmits its effect on academic persistence through social identity belonging.

Guided by the regression results, triangulated Phase 1 (see 4.4.4.1, 7.11.3) and Phase 2 (see 5.3) results which suggest the salience of social identity belonging in creating more positive campus climates and outcomes for LGBT+ students, we propose that Campus climate warmth and support influence LGBT+ students' academic persistence through its impact on Social identity belonging. That is, perceiving warmer campus climates that support and accept LGBT+ people increase LGBT+ students' feelings of belonging within their universities, which in turn lowers their intentions of dropping out.

However, we also propose that the indirect effect of campus climate on LGBT+ students' academic persistence through social identity belonging could be influenced by LGBT+ students' level of outness and/or religiosity. In other words, the mediation of campus climate's effect on academic persistence through social identity belonging could potentially be moderated by LGBT+ students' level of outness/religiosity.

We explored whether LGBT+ students' level of outness moderate the effect of campus climate on academic persistence given that outness levels could be indicative of how strongly one identifies with their LGBT+ social identity (e.g. higher levels of LGBT+ social identification = higher levels of outness). Since LGBT+ students' level of outness can function as either a risk or a protective factor, we do not have a directional hypothesis for the moderating effect of outness. That is, as a risk factor, being out can make LGBT+ students more visible targets of anti-LGBT+ prejudice and hence warmer LGBT+ campus climates may have a stronger buffering effect on LGBT+ students who endorse higher levels of outness than those with lower levels of outness. On the other hand, as a protective factor, being more out could be indicative of a stronger sense of identity achievement and LGBT+ support network; hence warmer LGBT+ campus climates may have a stronger affirmative impact on LGBT+ students who endorse lower levels of outness than those with higher levels of outness.

Guided by the extant literature and consistent association between levels of religiosity and anti-LGBT+ prejudice (Allport & Ross, 1967; Barnes & Meyer, 2012; Herek, 1988), we also investigated whether the relationship between campus climate and academic persistence vary as a function of LGBT+ students' religiosity. Given the proscriptive stance of most religions on being LGBT+ and in accordance with the Phase 2 qualitative results that highlight the negative impact of religion on LGBT+ campus climates (see Chapter 5), the personal salience of religion could exacerbate the adverse impact of negative campus climates on outcomes for LGBT+ students. Thus, warmer LGBT+ campus climates may have a stronger buffering and affirmative effect on LGBT+ students who endorse higher levels of religiosity than those with lower levels of religiosity.

Figure 4-11 represents the conceptual diagram for the moderated mediation model. The model contains a single predictor (Campus climate warmth and

support), outcome (Academic persistence), mediator (Social identity belonging), moderator (Level of outness or Importance of religion).

We selected Campus climate warmth and support (i.e. perceptions of a warm climate that accepts and supports LGBT+ people) as the primary indicator of campus climate in the integrative model for the following reasons: (1) unlike Campus climate-Habitus fit, which is a broader measure of overall campus climate comfort; Campus climate warmth and support is an explicit measure of LGBT+ campus climates (e.g. How comfortable do you feel *being an LGBT+ person* at your university? - see 4.5.2: Campus climate warmth and support), which is the primary variable of interest in this research; (2) it was the only consistent predictor for both UK and PH LGBT+ samples in the regressions (see 4.6). Given that drop-out rates is a key outcome of interest among HE stakeholders and minimising drop-out intentions would benefit LGBT+ students (Blumenfeld et al., 2016; Crane et al., 2020), we focused on Academic persistence (i.e. intentions to drop-out) as the outcome of interest for the moderated mediation model. Since we selected variables that were salient across samples in the preceding analyses, we tested the integrative model using the combined UK and PH LGBT+ student samples, which we present below. Separate moderated mediation models for each country are included in the List of Accompanying Material (see [Supplement - Phase 1 CPA models per country](#)). Overall, results for both the integrative and separate CPA models suggest the presence of an indirect effect whereby campus climate influences UK and PH LGBT+ students' academic persistence indirectly through social identity belonging.

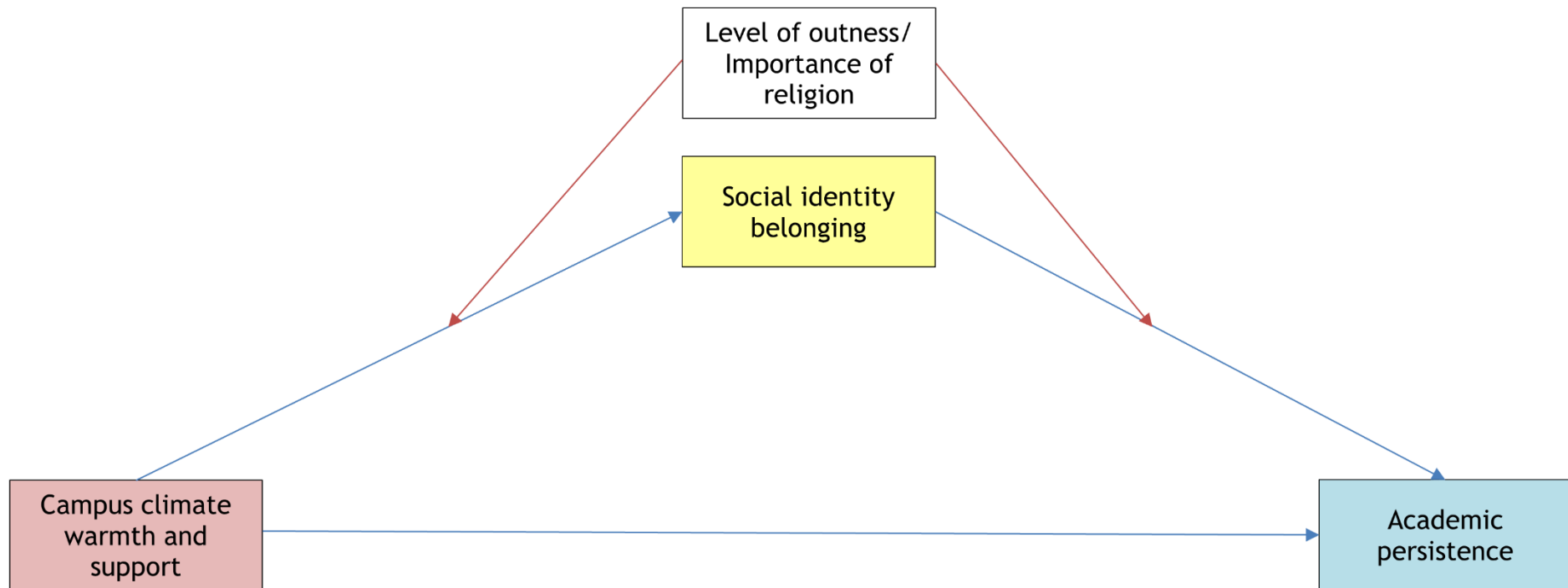


Figure 4-11 CPA conceptual diagram. A conceptual diagram of the moderated mediation model for campus climate and academic persistence with social identity belonging as mediator and level of outness/importance of religion as moderator

CPA results are presented using a general (focused on the overall model) to specific (focused on components of the model) approach.

Subsection 4.7.1 presents the integrative model with level of outness as moderator, followed by a breakdown the moderation analysis for path a (see 4.7.1.1: Campus climate -> Social identity belonging) and path b (see 4.7.1.2: Social identity belonging -> Academic persistence) in order to provide a more in-depth understanding of what the overall model means. Subsection 4.7.2 presents the integrative model with the importance of religion as moderator.

Each subsection begins by reporting whether there are significant conditional effects, followed by tables summarising the conditional effects and regression coefficients. Figures summarising the moderated mediation model and interaction effects are presented at the end of the subsections.

4.7.1 Moderated mediation model: Level of outness as moderator

Conditional process analysis was carried out to investigate whether the indirect effect of campus climate on UK and PH LGBT+ students' academic persistence through social identity belonging is conditional on LGBT+ students' level of outness. The predictor (Campus climate warmth and support), mediator (Social identity belonging), and moderator (Level of outness) were all centred prior to analysis and the interaction variables were created using the SPSS PROCESS version 3 macro (Hayes, 2018).

Overall, CPA results suggest the presence of a conditional indirect effect, whereby the indirect effect of campus climate on LGBT+ students' academic persistence (through social identity belonging) becomes increasingly negative as outness moves from high to low levels. Figure 4-12 summarises the moderated mediation model and Table 4-13 summarises the conditional indirect effects for relatively low (1 standard deviation below the mean Outness score), moderate (mean Outness score), and high (1 standard deviation above the mean Outness score) levels of outness.

As Table 4-13 shows, regardless of outness level, LGBT+ students who endorse higher levels of social identity belonging endorse lower intentions of dropping

out as illustrated by the negative indirect conditional effects across relatively high (-.230), moderate (-.291), and low (-.355) levels of outness. In other words, the indirect effect of campus climate on LGBT+ students' academic persistence (through social identity belonging) appears to vary systematically as a function of LGBT+ students' level of outness.¹¹ The confidence intervals for the conditional indirect effect across all levels of outness did not include zero, which support the claim that there is a conditional indirect effect (Table 4-13). Specifically, it can be said that the indirect effect of perceiving warm campus climates that accepts and supports LGBT+ people on decreasing LGBT+ students' drop-out intentions (by increasing feelings of belonging within the university) seems to be more pronounced for LGBT+ students with lower levels of outness.

Table 4-13 CPA model 1A. Conditional indirect effects for the moderated mediation model for campus climate and academic persistence with social identity belonging as mediator and level of outness as moderator for UK and PH LGBT+ students.

Moderator value	Conditional indirect effect at mean and $\pm 1SD$			
	Effect	Boot SE	Boot LLCI	Boot ULCI
Low outness, -1SD (-.830)	-.355	.067	-.495	-.233
Moderate outness, (.000)	-.291	.042	-.377	-.213
High outness, +1SD (.830)	-.230	.054	-.342	-.130

Note. $n = 777$.

Moderator values are the mean and ± 1 standard deviations from the mean.

All variables were mean centred prior to analysis.

Percentile bootstrap CI based on 10,000 samples (seed = 5235).

Boot LLCI = 95% confidence interval lower limit. Boot ULCI = 95% confidence interval upper limit.

¹¹ Separate CPA models per country showed the same pattern but were non-significant (see [Supplement - Phase 1 CPA models per country](#))

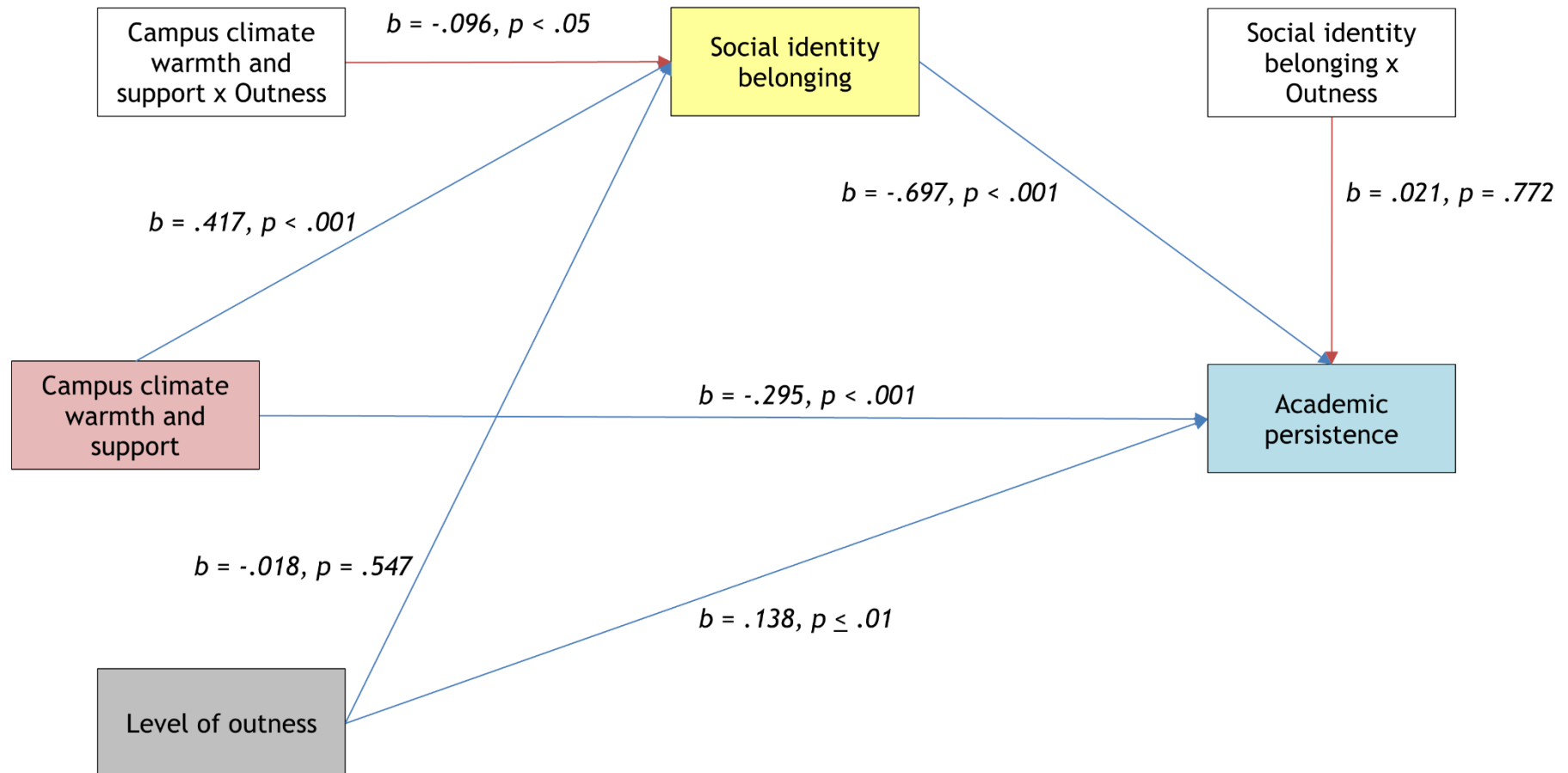


Figure 4-12 CPA model 1A. Moderated mediation model for campus climate and academic persistence with social identity belonging as mediator and level of outness as moderator for UK and PH LGBT+ students. Unstandardised coefficients are shown (b).

In order to provide a more in-depth understanding of the integrative model, Subsections 4.7.1.1 and 4.7.1.2 provide a fine-grained analysis of the moderation paths: (a) Campus climate -> Social identity belonging and (b) Social identity belonging -> Academic persistence.

4.7.1.1 Moderation (path a): Campus climate and social identity belonging

Moderation analysis of path a (Campus climate -> Social identity belonging) shows a significant interaction effect (see Table 4-14), which suggests that level of outness moderates the effect of campus climate on social identity belonging. In other words, campus climate and level of outness appear to interact in their influence on LGBT+ students' social identity belonging such that the strength of campus climate's effect on social identity belonging can vary systematically depending on LGBT+ students' level of outness.

Probing this interaction, simple slopes analysis indicates that the relationship between campus climate and social identity belonging becomes increasingly positive as outness moves from high to low levels. Regardless of outness level, the effect of perceiving warm campus climates that accepts and supports LGBT+ people on social identity belonging was positive and significant (see Table 4-15). However, it appears that this effect is stronger for LGBT+ students with relatively low levels of outness ($b = .497, p < .001$) than those with moderate ($b = .417, p < .001$) or high ($b = .338, p < .001$) levels of outness. In other words, perceiving warm campus climates that accept and support LGBT+ people appears to have a more pronounced effect on the social identity belonging of LGBT+ students with lower levels of outness (see Figure 4-13).

Table 4-14 CPA model 1A regression. Results from regression analysis examining the moderation of the effect of Campus climate warmth and support on UK and PH LGBT+ students' social identity belonging by level of outness.

	<i>b</i>	<i>SE b</i>	95% CI		<i>t</i>	<i>p</i>
			<i>LL</i>	<i>UL</i>		
Campus climate warmth and support	.417	.041	.338	.497	10.281	.000***
Level of outness	-.018	.030	-.076	.040	-.602	.547
Campus climate warmth and support x Level of outness	-.096	.046	-.186	-.005	-2.070	.039*

Note. $n = 777$. $R^2 = .123$. All variables were mean centred prior to analysis.

b = unstandardised regression coefficient. R^2 = adjusted R^2 .

LL = 95% confidence interval lower limit. *UL* = 95% confidence interval upper limit.

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 4-15 CPA model 1A conditional effects. Conditional effects of Campus climate warmth and support on UK and PH LGBT+ students' social identity belonging at relatively low, moderate, and high levels of outness.

Moderator (level of outness)	<i>b</i>	<i>SE b</i>	95% CI		<i>t</i>	<i>p</i>
			<i>LL</i>	<i>UL</i>		
Low outness, -1SD (-.830)	.497	.057	.385	.608	8.755	.000***
Moderate outness, (.000)	.417	.041	.338	.497	10.281	.000***
High outness, +1SD (.830)	.338	.055	.230	.446	6.151	.000***

Note. $n = 777$.

Moderator values are the mean and +/- standard deviations from the mean. All variables were mean centred prior to analysis.

LL = 95% confidence interval lower limit. *UL* = 95% confidence interval upper limit.

* $p < .05$ ** $p < .01$ *** $p < .001$

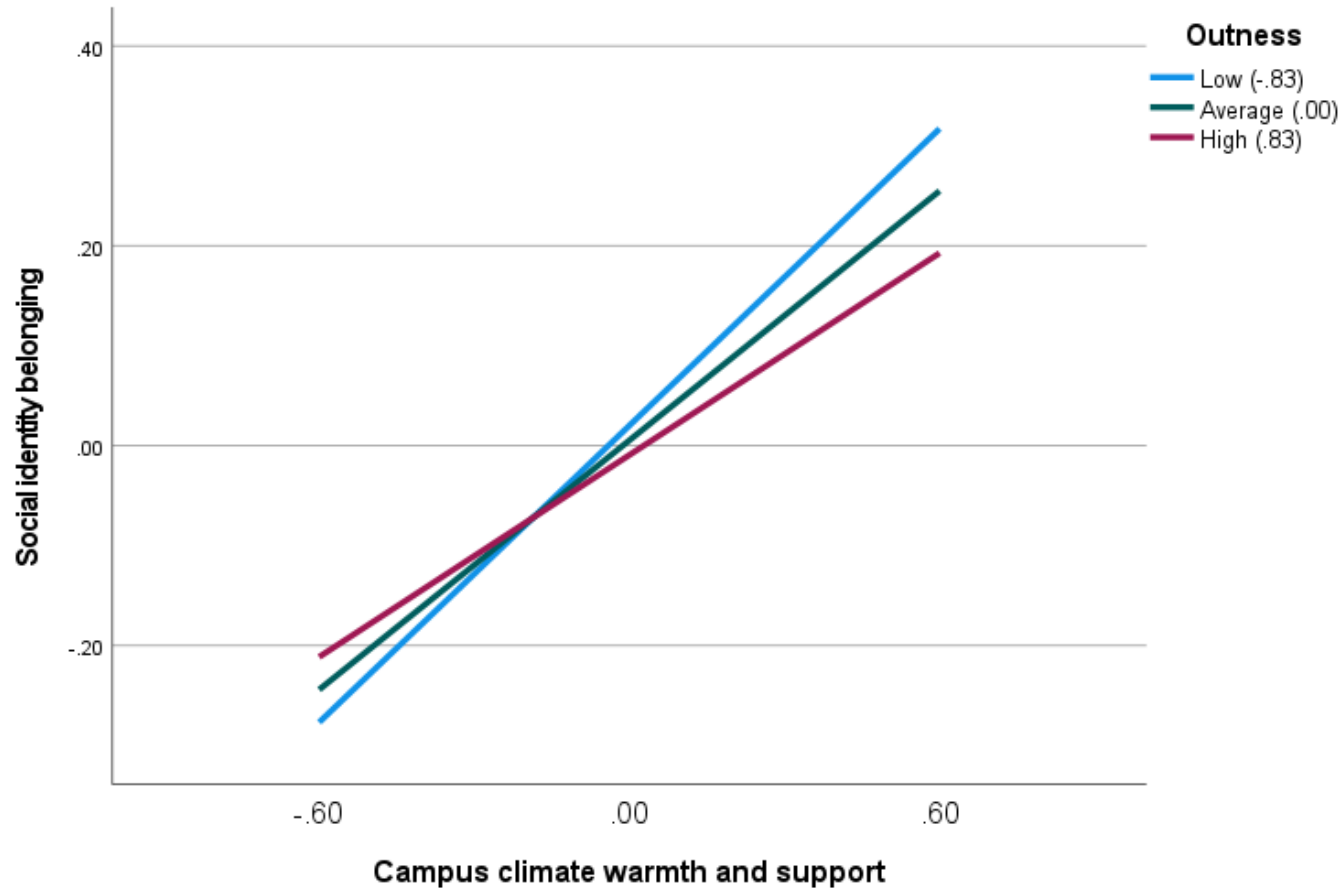


Figure 4-13 CPA model 1A interaction plot. Plot of interaction between campus climate and level of outness predicting social identity belonging among UK and PH LGBT+ students ($n = 777$). Low = -1 standard deviation below the mean. Average = mean level of outness. High = +1 standard deviation above the mean. Lower levels of campus climate warmth and support is associated with lower levels of social identity belonging across outness levels. Intersecting lines suggest that the strength of the relationship is more pronounced among LGBT+ students with lower levels of outness.

4.7.1.2 Moderation (path b): Social identity belonging and academic persistence

Moderation analysis of path b (Social identity belonging -> Academic persistence) shows a non-significant interaction effect, which suggests that level of outness does not moderate the effect of social identity belonging on academic persistence (see Table 4-16). Although LGBT+ students with higher levels of social identity belonging endorse lower intentions of dropping out and LGBT+ students with higher levels outness endorse higher intentions of dropping out, LGBT+ students' social identity belonging and level of outness do not interact in their influence on academic persistence. In other words, the strength of the relationship between academic persistence and social identity belonging does not appear to vary systematically as a function of LGBT+ students' level of outness (see Figure 4-14).

Table 4-16 CPA model 1B regression. Results from regression analysis examining the moderation of the effect of social identity belonging on UK and PH LGBT+ students' academic persistence by level of outness.

	<i>b</i>	<i>SE b</i>	95% CI		<i>t</i>	<i>p</i>
			<i>LL</i>	<i>UL</i>		
Campus climate warmth and support	-.295	.081	-.454	-.137	-3.659	.000***
Social identity belonging	-.697	.067	-.829	-.565	-10.377	.000***
Level of outness	.138	.055	.031	.245	2.540	.011**
Social identity belonging x Level of outness	.021	.072	-.121	.163	.290	.772

Note. $n = 777$. $R^2 = .183$. All variables were mean centred prior to analysis.

b = unstandardised regression coefficient. R^2 = adjusted R^2 .

LL = 95% confidence interval lower limit. *UL* = 95% confidence interval upper limit.

* $p < .05$ ** $p \leq .01$ *** $p < .001$ ***

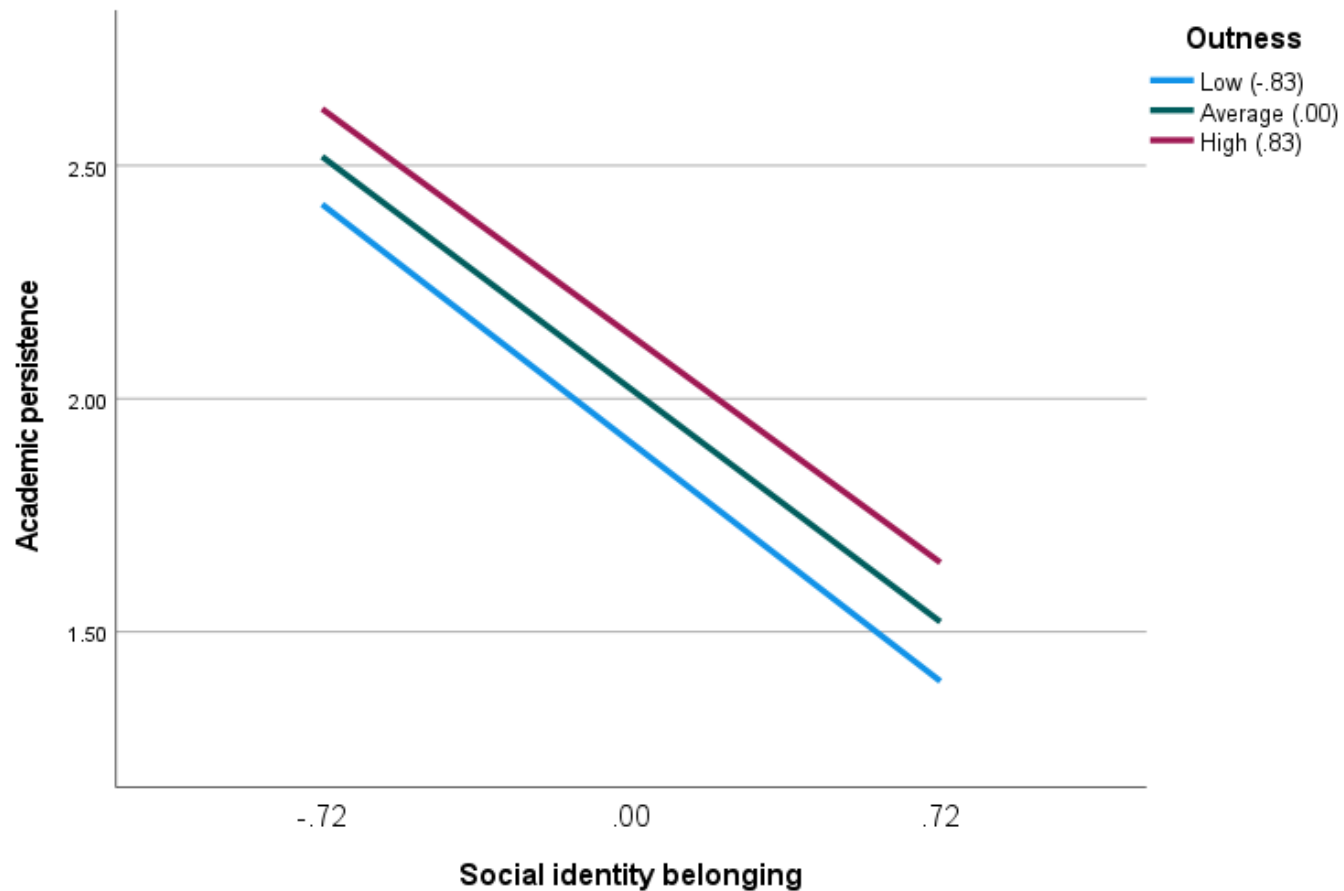


Figure 4-14 CPA model 1B interaction plot. Plot of interaction between social identity belonging and level of outness predicting academic persistence among UK and PH LGBT+ students ($n = 777$). Low = -1 standard deviation below the mean. Average = mean level of outness. High = +1 standard deviation above the mean. Lower levels of social identity belonging is associated with higher intentions to drop-out. This pattern is consistent but does not systematically vary across outness levels.

Overall, results of the fine-grained analysis of the integrative model's moderation paths show a moderation effect for path a (Campus climate → Social identity belonging) only. Since indirect effects are a product of path a and path b, the product of these two paths suggest a conditional indirect effect, which quantifies how differences in campus climate map onto differences in LGBT+ students' academic persistence (through social identity belonging) depending on their level of outness.

In brief, the integrative model suggests that perceiving warm campus climates that accepts and supports LGBT+ people increases LGBT+ students' social identity belonging within their universities, which translates to lower intentions of dropping out. However, the effect of campus climate on LGBT+ students' social identity belonging is influenced by LGBT+ students' level of outness (moderation of path a), such that the positive effect of perceiving warm campus climates that accepts and supports LGBT+ people on LGBT+ students' sense of belonging within their universities is stronger among LGBT+ students with relatively low levels of outness. Taken together, it can be said that the indirect effect of campus climate on LGBT+ students' academic persistence through social identity belonging is moderated by LGBT+ students' level of outness.

4.7.2 Moderated mediation model: Importance of religion as moderator

Conditional process analysis was carried out to investigate whether the indirect effect of campus climate on UK and PH LGBT+ students' academic persistence through social identity belonging is conditional on the importance of religion to LGBT+ students. The predictor (Campus climate warmth and support), mediator (Social identity belonging), and moderator (Importance of religion) were all centred prior to analysis and the interaction variables were created using the SPSS PROCESS version 3 macro (Hayes, 2018).

Overall, CPA results show non-significant interactions between Campus climate warmth and support and Importance of religion, which indicates that there is no moderation effect (see 7.11.5 for the tables summarising the regression coefficients examining the moderation of the effect of Campus climate warmth and support on UK and PH LGBT+ students' academic persistence through social

identity belonging)¹². In other words, the importance of religion does not moderate the effect of Campus climate warmth and support (i.e. perceptions of a warm climate that accepts and supports LGBT+ people) on UK and PH LGBT+ students' academic persistence (through social identity belonging).

On the whole, the integrative model highlights the complexity of the relationship between campus climate and its outcomes for LGBT+ students. On the one hand, it highlights the key role of social identity belonging in impacting campus climate outcomes for LGBT+ students. At the same time, it also underscores the potential for other factors such as LGBT+ students' level of outness to differentially impact LGBT+ students.

4.8 Summary

The logical progression of the quantitative analysis, from traditional methods of confirmatory testing (ANOVAs) to more exploratory analyses (Principal Component Analysis, Regression, Conditional Process Analysis), presented in this chapter highlights the relevance and utility of campus climate as a construct within HE research.

Using existing validated measures, ANOVA results showed SOGI and national context differences in university student experiences and outcomes. Consistent with our hypotheses, LGBT+ students reported poorer campus climate perceptions, experiences of harassment, and psychological well-being than cis-heterosexual students (H1). Likewise, PH students reported more negative anti-LGBT+ prejudices, campus climate perceptions, and personal experiences of harassment than UK students (H2). However, contrary to expectations, PH students reported higher levels of psychological well-being and social identity belonging than UK students. Interestingly, another unexpected finding was that LGBT+ and cis-heterosexual students reported similar levels of social identity belonging within their universities. Nevertheless, overall ANOVA results confirmed the need to improve LGBT+ campus climates across UK and PH HEIs. Possible explanations, implications, and the relationship of these findings with

¹² All interactions in the separate CPA models per country were also non-significant (see [Supplement - Phase 1 CPA models per country](#))

previous LGBT+ campus climate studies will be elucidated in the Discussion (Chapter 7).

Moving on to more exploratory analyses, four latent campus climate variables relevant to UK and PH LGBT+ students were identified across both samples based on component loadings and theory: (LV1) Social attitudes toward LGBT+, (LV2) Campus climate warmth and support, (LV3) Experience of anti-LGBT+ discrimination, (LV4) Campus climate-Habitus fit. On the whole, these variables support the three main aspects of campus climate that has been studied in US-based HE literature: attitudes (LV1), perceptions (LV2, LV4), and experiences (LV3). However, PCA differences between UK and PH samples indicate that contextual nuances can influence the salience and configuration of these aspects across national contexts. Discussion of the contextual nuances between UK and PH component structures, and a comparison with previous operationalisations of campus climate will be unpacked in the Discussion chapter.

As expected, regression models utilising our latent campus climate variables highlighted the importance of campus climate as a predictor of LGBT+ student outcomes. The salience of campus climate, particularly its perceptual component, for UK and PH LGBT+ students was evidenced by the selection of models that consistently included Campus climate warmth and support (LV2) and Campus climate-Habitus fit (LV4) as significant predictors of academic performance, academic persistence, and psychological well-being.

Building on the regressions, our integrative moderated mediation model suggests that campus climates impact UK and PH LGBT+ students' academic persistence through social identity belonging; at the same time, it appears that the strength of this effect can be influenced by LGBT+ students' level of outness. In other words, perceiving warmer campus climates that accept and support LGBT+ people increases LGBT+ students' sense of belonging within their universities, which in turn lowers their intentions of dropping out. However, it appears that the positive effect of LGBT+ affirmative campus climates can be more pronounced among less out LGBT+ students. The implications of these findings for improving LGBT+ HE policies and practices will be explored in the Discussion.

This chapter has provided updated baseline LGBT+ campus climate data for the UK and Philippines. Having presented an evidence-informed argument for the prevalence of negative campus climates and outcomes for LGBT+ university students, we turn our attention to a more in-depth exploration of UK and PH LGBT+ students' *lived* experiences of campus climates and *how* the campus climate at their HEIs impact them. Therefore, the next chapter will present our Phase 2 qualitative results to provide a richer understanding of the state of HE for LGBT+ students in the UK and Philippines.

Chapter 5 Qualitative Results (Phase 2)

Phase 1 quantitative findings highlighted the importance of campus climates in understanding SOGI and national context group differences in university student experiences and outcomes - specifically the prevalence of negative LGBT+ campus climates and poorer outcomes for LGBT+ students. Phase 2 sought to explore these processes more deeply with a qualitative investigation of UK and PH LGBT+ students' *lived* experiences of campus climates and *how* the campus climate at their HEIs impact them - paying particular attention to how national and institutional contexts impact LGBT+ campus climates. Therefore, thematic analysis (TA; Braun et al., 2014) was utilised to identify salient themes addressing the following research questions:

1. How do LGBT+ university students perceive and experience the campus climate in their institutions?
2. How do campus climates impact LGBT+ university students, including their academics, well-being, and university belonging?
3. How can campus climates be improved for LGBT+ university students, from insider perspectives?

Analysis followed the seven stages outlined by Braun and Clarke (2013): (1) transcription, (2) reading and familiarisation, (3) coding, (4) searching for themes, (5) reviewing themes, (6) defining and naming themes, (7) writing. Immersion in the data (Stages 1-2) was accomplished by reviewing each transcript at least once and noting initial impressions and items of interest (see 7.12.1, 7.12.2). Stage 3 involved complete coding using NVivo 12, which resulted in 116 codes related to the research questions. Relevant data extracts were coded using both semantic/manifest and latent codes and in as many ways as seen fit (see 7.12.3). Once complete coding of each transcript was accomplished, codes were consolidated and data extracts from selected codes were compiled in separate MS Word documents for further analysis. Each MS Word document was reviewed to identify patterns across the data (Stages 4-6). Using the research questions as an analytic framework, three candidate themes with four subthemes each were originally identified (see 7.12.4). After iterative

discussions with PhD supervisors, it was decided that triangulation could proceed by applying latent variable categories developed from Phase 1 (see 4.5) as a further iteration to progress the TA. Thus, original candidate themes and subthemes were refined and revised accordingly (Stages 5-7). Constructing the final narrative (Stage 7) involved treating the data both illustratively and analytically. Given the exploratory nature of the project, analysis progressed from descriptive themes (Theme 1-2) to more interpretative themes (Theme 3).

Overall, three themes described the collective perceptions and experiences of LGBT+ students across UK and PH HEIs (Table 5-1). Theme 1 describes the current campus climate perceptions and experiences of UK and PH LGBT+ university students. Theme 2 depicts the impact of current campus climates on UK and PH LGBT+ university students. Theme 3 captures suggestions for improving campus climates for LGBT+ university students in the UK and Philippines.

Table 5-1 Summary of qualitative themes and subthemes

Theme 1	Description	
CAMPUS AS MICROCOSM OF LARGER SOCIETY	Campus climate for LGBT+ students in UK and PH HEIs reflect the environment for LGBT+ people in UK and PH society	
<i>Subthemes</i>	<i>Description</i>	<i>Sample quote</i>
Work-in-progress: “tolerance, “selective acceptance”, “it’s targeted” transphobia, and “it’s too white”	LGBT+ inclusion in HE manifests as tolerance and selective acceptance, especially toward trans and LGBT+ POC	“I would say in general there’s wide tolerance, acceptance for the LGB...I would say, “accepting” [for] LGB. And for T...I don’t know...I’d say it’s more complicated.” (Michael, UK HEI 1)
Same old current social attitudes: modern anti-LGBT+ prejudice, old-fashioned sources	Modern anti-LGBT+ prejudice from traditional sources of anti-LGBT+ prejudice permeate LGBT+ campus climates	“In the colleges actually where...most of them are men, straight men...It’s there that you really feel the homophobia in the environment.” (Marky, PH HEI 1)
Theme 2	Description	
CAMPUS AS FIELD FOR GROWTH AND REGRESSION	Current LGBT+ campus climates have a mixed impact on LGBT+ students	
<i>Subthemes</i>	<i>Description</i>	<i>Sample quote</i>
Personal and social regression: isolation, withdrawal, and dropping out	Negative campus climates lead to isolation and withdrawal of LGBT+ students	“I really just go home right away so I didn’t have that much interaction with other people...because...I was kinda scared to experience it, being discriminated or being judged.” (Sarah, PH HEI 4)
Personal and social growth: finding one’s identity, community, and advocacy	Positive campus climates encourage LGBT+ students to develop their LGBT+ identity, community, and advocacy	“The more positive environment has overall helped me be more positive about being gay...I feel a lot more proud here of my identity than I did.” (Harry, UK HEI 1)

Theme 3	Description	
COLLECTIVE SOCIAL IDENTITY BELONGING THROUGH LGBT+ REPRESENTATION, VISIBILITY, AND RECOGNITION	Collective suggestions from LGBT+ students highlight the importance of fostering social identity belonging in improving LGBT+ campus climates	
<i>Subthemes</i>	<i>Description</i>	<i>Sample quote</i>
“Having people like us here too”: LGBT+ representation in student groups	Recognition of LGBT+ student groups validates LGBT+ students’ social identity by demonstrating institutional acknowledgement and support for LGBT+ students	“Because like there’s an LGBT org, there’s LGBT representation in the student council...it helps with having that sense of belongingness that like there are people like you who are also here at the university...So yeah personally I feel like I belong there.” (Anna, PH HEI 4)
“It recognises that there’s that sector in your university that’s LGBT+”: LGBT+ visibility in policies and programmes	Explicitly communicating LGBT+ inclusive policies and programmes increases LGBT+ awareness and visibility, and provides further institutional representation and validation of LGBT+ social identities	“Having an anti-discrimination policy, first of all it recognises that there’s that sector in your university that’s LGBT, so just having that that’s like [being] institutionally-validated...Then secondly, the need for protection, so I think it’s good if there is one.” (Anna, PH HEI 4) “The fact that we’re...one of the universities that does raise the LGBT flag, that has events during LGBT history month, it does make me feel really proud of the [university] of belonging to its community.” (Michael, UK HEI 1)
“It’s not just being aware, it’s a big step also to be recognised”: LGBT+ awareness and recognition from staff and students	LGBT+ students collectively desire improved LGBT+ awareness and recognition among students and staff since awareness is the first step toward positive recognition of LGBT+ identities.	“If lecturers are just aware that there are people who are in their classroom that are gay and like just don’t say things out of order...because we’re your students...lecturers need to be...inclusive of everyone otherwise what’s the point of being a lecturer if you’re only teaching certain people. (Hana, UK HEI 6) “It would help if the staff is an outright spoken advocate for LGBTQ...it would make it more inviting for students to open up and support the cause.” (Nat, PH HEI 4)

In general, most participants were familiar with the concept of campus climate. Only one participant from the Philippines admitted not having a clear idea of what “campus climate” referred to (see [Phase 2 qualitative quotes - anonymised](#)). Our LGBT+ student sample typically defined campus climate as the general atmosphere one feels around the university; this includes both physical (e.g. accessibility of buildings) and social (e.g. interactions with staff and students) environment, and available support infrastructures (e.g. policies and programmes) of the university. Participants also specifically related campus climates to feelings of warmth, safety, acceptance, and levels of comfort around being LGBT+ (see [Phase 2 qualitative quotes - anonymised](#)).

To contextualise the results, it is worth noting that participants’ campus climate perceptions and experiences were shaped by various factors such as their cultural/family background, discipline/field of study, and position/year level (see [Phase 2 qualitative quotes - anonymised](#)).

The narrative in the ensuing sections will present the themes and subthemes for the overall sample of UK and PH LGBT+ students, firstly drawing out similarities before moving on to tensions and differences, discussed along with exemplar participant quotes (see also [Phase 2 qualitative quotes - anonymised](#) for additional quotes to support each subtheme). Cross-country (UK vs. PH) and cross-institutional (secular vs. religious) differences will also be discussed within each subtheme. The final section of the chapter synthesises cross-country differences between UK and PH LGBT+ campus climates. Figure 5-1 illustrates the inter-relationships of themes and subthemes that will be described in the following sections. As can be seen in the figure below, these processes do not act in isolation, but rather interact and shift dynamically through university experiences, influencing campus belonging and university-identification development as will be demonstrated within the narrative.

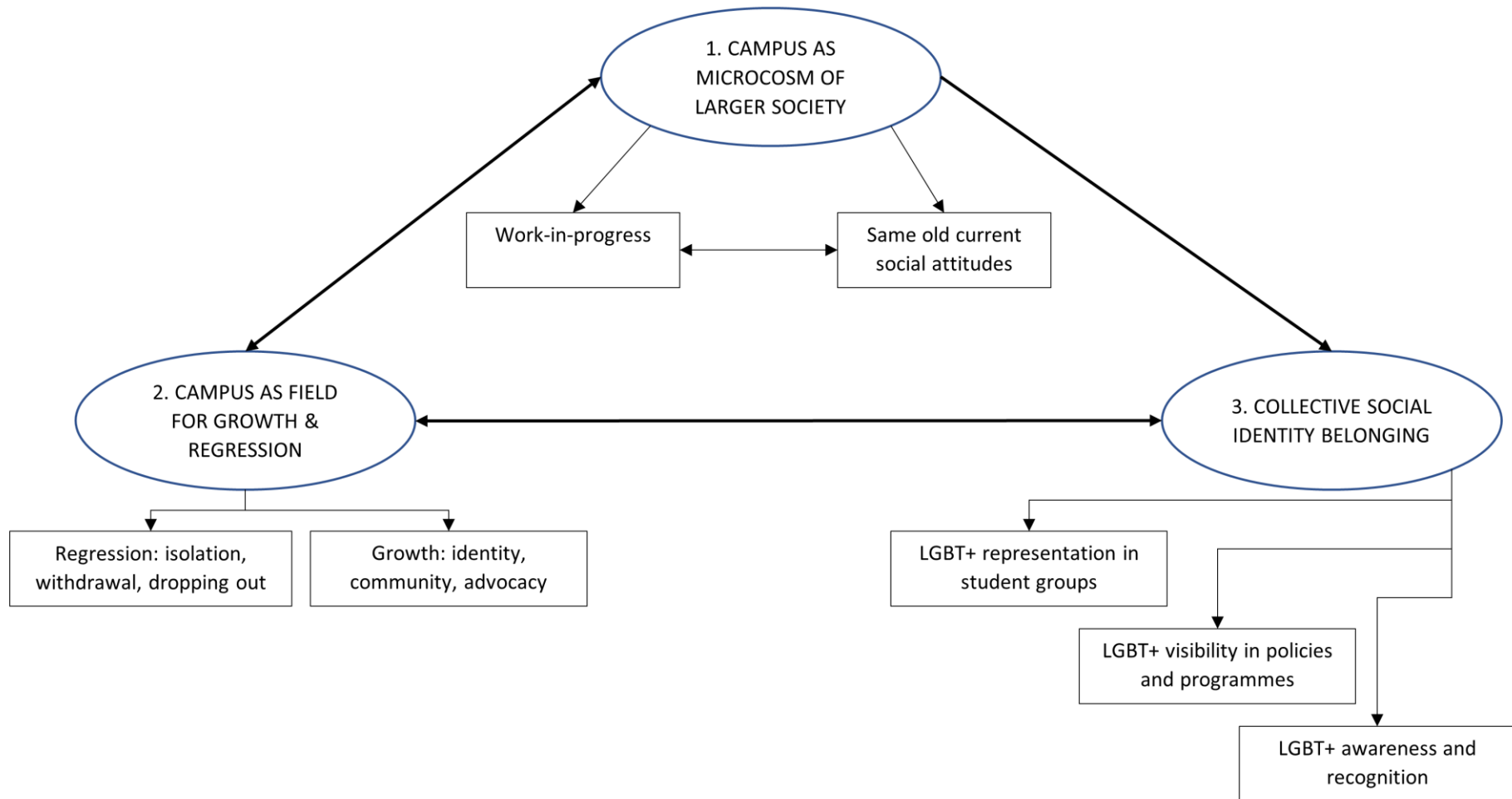


Figure 5-1 Phase 2 thematic map

5.1 Theme 1: Campus as microcosm of larger society

I kind of agree with “as a microcosm of a larger social environment”...there’s always gonna be elements like that and...wider society hasn’t changed that much. (Harry, UK HEI 1)

As an overarching theme, Theme 1 suggests that the current campus climate for UK and PH LGBT+ university students mirrors the larger social environment for LGBT+ people in the UK and Philippines. Reflecting current UK and PH society, Subtheme 1 highlights the “*work-in-progress*” status of LGBT+ inclusion in UK and PH HE, especially for trans and LGBT+ People of Colour (POC). Further reflecting current society, Subtheme 2 underscores how modern anti-LGBT+ prejudice - for example, judgemental stares, indirect slurs, intrusive questioning based on stereotypes - particularly from traditional sources of anti-LGBT+ prejudice (i.e. religious/conservative individuals, older generation, cis-heterosexual men), permeates the university life of LGBT+ students in both the UK and Philippines.

In brief, Theme 1 reveals that across both national contexts, LGBT+ campus climates reflect the wider socio-political environment for LGBT+ people. In other words, societal issues and trends toward LGBT+ inclusion shapes HE spaces for LGBT+ students in UK and PH HEIs, as demonstrated by the subthemes below.

5.1.1 “Work-in-progress”: “tolerance”, “selective acceptance”, “it’s targeted” transphobia, and “it’s too white”

Echoing the state of LGBT+ equality globally, LGBT+ students in the UK and Philippines perceived LGBT+ inclusion in their HEIs to be a “*work-in-progress*”. While participants acknowledged their HEIs’ efforts toward improving LGBT+ inclusion at their universities, they were cognisant of the presence of anti-LGBT+ prejudice within their respective institutions. Overall, participants’ comments suggest that the pervasiveness of anti-LGBT+ prejudice in wider UK and PH society creates implicit expectations of anti-LGBT+ prejudice within UK and PH HEIs. For instance, Harry in the UK talked about expecting hostile encounters as a gay man:

I tend to expect a level of hostility...towards gay people anyway...even if people were restraining it because of how the uni is so open and

welcoming...I think that I could still encounter that at some point later...(Harry, UK HEI 1)

Likewise, Andrew from the PH talked about the persistence of ‘hidden’ anti-LGBT+ prejudices:

I have observed that institutions inside the campus have been taking pro-active steps in ensuring that the campus is a safe space for the LGBTQ+ students, however, the facts [sic] remains that there is still that internal prejudice that you’re going to see and notice...it’s like backstabbing, like there’s still that discrimination because someone is gay. (Andrew, PH HEI 4)

Although perceiving the current LGBT+ campus climate as a “*work-in-progress*” was common across countries, the way participants described the overall campus climate within their respective institutions suggest a divergence in how this subtheme manifests across national and institutional contexts. Mirroring the larger socio-political environment where their HEIs are situated in, particularly when it comes to LGBT+ rights and LGBT+ inclusive legislation, LGBT+ campus climates in UK HEIs appeared more inclusive than PH HEIs.

When asked to describe the campus climate at their HEIs, half of the PH LGBT+ participants used the word “*tolerant*” or “*tolerated*” (see [Phase 2 qualitative quotes - anonymised](#)). Additionally, the level of “*tolerance*” varied between religious and secular institutions. PH participants from religious HEIs described a minimal level of tolerance that is common in Catholic doctrines (i.e. love the sinner, hate the sin):

We are just tolerated, we are not fully accepted...we have a long way to go especially that we are uh a Catholic university...the battle that we have to go through is going to be a tough one...I can say that tolerance is the best word for us. (Luke, PH HEI 6)

PH LGBT+ students from religious HEIs expressly stressed the difference between tolerance and acceptance. Sally, who goes to a different religious HEI from Luke, expressed a deep desire for her university to go beyond mere tolerance of LGBT+ identities:

...there’s like this big difference between being tolerant and really being accepting...some of my peers are tolerant...but then you could see how uncomfortable they are...it’s a work-in-progress really. And it

would be better if you get to the acceptance part and not just this tolerant community. (Sally, PH HEI 2)

In contrast with PH LGBT+ students at religious HEIs, PH LGBT+ students from secular HEIs described a level of tolerance that was closer to a form of “*selective acceptance*”. In this case, participants used the term “selective” because LGBT+ acceptance at their HEIs varied across disciplines and specific locations within the university. Despite describing slightly better levels of LGBT+ acceptance at their HEIs, as compared to their counterparts in religious HEIs, the lack of official anti-LGBT+ discrimination policies was a key reason why PH LGBT+ students at secular HEIs did not feel fully accepted at their universities: “...*there is still discrimination...[but] generally, it’s okay, it’s like we’re accepted...but not really fully protected by the administration.*” (Anna, PH HEI 4)

In terms of going beyond tolerance to a more selective type of acceptance, campus climates at secular PH HEIs seemed more similar to campus climates at UK HEIs. UK LGBT+ participants alluded to a sense of selective acceptance based on White cis-heteronormative norms (see [Phase 2 qualitative quotes - anonymised](#)). And while the perception of a “*work-in-progress*” campus climate was common across countries, two issues particularly stood out in UK HEIs: (1) targeted discrimination against trans students and (2) a lack of intersectionality in LGBT+ spaces.

As a microcosm of current UK society, the salience of these issues in UK HEIs is not surprising. Compared to the Philippines, the UK is more progressive with regards to LGBT+ legislation and the discourse on LGBT+ rights. For example, the UK has legalised equal marriage and is currently debating trans rights, while the Philippines is only just beginning to debate the introduction of a national anti-LGBT+ discrimination bill. Reflecting UK society, the wider societal discourse on trans rights manifests itself in UK HEIs as targeted exclusion and discrimination against trans students. UK LGBT+ students explicitly described campus climates at their HEIs as less welcoming for trans people: “*the environment is more welcoming for the LGB, than for the T...in general...I would say “accepting” [for] LGB. And for T...it’s more complicated*” (Michael, UK HEI 1). It was also more

common for UK LGBT+ students to report occurrences of transphobic incidents such as misgendering and anti-trans harassment in bathrooms:

...we have uh [trans] people regularly being called out for going into bathrooms...footballers and uh rugby players who basically just say, “you don’t belong here” and push them out...at the moment, there’s load of um trans exclusionary radical feminist slurs and things at the bathrooms...I myself have been pushed out a couple of loos. (*Oliver, UK HEI 1*)

In relation to intersectionality, the UK is arguably more ethnically diverse than the Philippines and UK HEIs typically host more international students than PH HEIs. However, despite this supposed racial/ethnic diversity, UK HEIs seem to overlook LGBT+ POC students’ intersectional identities:

...there are spaces that are LGBT-friendly...But you know I don’t really uh go to those spaces so often. Uh because they’re so White...So for me um there are LGBT spaces but they are predominantly White and I really don’t identify with those um spaces or people. I can identify with some experiences but I find them hostile uh because of the Whiteness and the prevailing conceptions around what LGBT people should be like or should do or what kind of experiences they should have or even what kind of like politics they should have...Negative experiences [in the university] are, yeah that it’s too, too White for me...(Alisha, UK HEI 1)

Apart from being “*too white*”, UK HEIs also seem to neglect postgraduate and non-traditional/mature students as most LGBT+ university programmes primarily cater to typical-aged undergraduate students: “*There’s still a long way to go...I feel bad for mature students in our class...like [expletive] you’re gonna be isolated to [expletive], you’re gonna be targeted*” (*Sanario, UK HEI 1*).

Overall, Subtheme 1 illustrates how universities can function as a microcosm of larger society as LGBT+ inclusion continues to remain a work-in-progress in both UK and PH HE. Just like in wider UK and PH society, our LGBT+ student sample acknowledged that some progress toward LGBT+ inclusion has been made at their universities; however, there is “*still room for improvement*” (*Arthur, UK HEI 1*). PH LGBT+ students, especially those from religious HEIs, expressed stronger sentiments about the need for better LGBT+ campus climates at their universities:

I will still uphold what I said earlier that we are being tolerated and we are not yet fully accepted. And from a scale of 1 to 10 I can say that the support we receive from our university is ...3-ish or 2-ish. I'm not being bad really to the university, but it's the truth, it's a reality, it's what's happening...(Luke, PH HEI 6)

Moreover, while LGBT+ campus climates are comparatively better in their institutions, LGBT+ students from UK HEIs and secular PH HEIs nonetheless reiterated that continued progress is needed, especially for trans and LGBT+ POC: *"Like you know that it could be better...it could be more, it should be more..."* (Nadine, PH HEI 4); *"...the university shouldn't become complacent that this seems like it's already okay...there's a lot more that can be included"* (Anna, PH HEI 4); *"...these are heteronormative institutions...in their minds they're probably like, 'Oh they've got what they wanted like we don't have to do anything'...because they're straight they don't recognise that there's a lot that needs to be done..."* (Kyle, UK HEI 4).

As a microcosm of society, UK and PH HEIs also reflect the "same old current social attitudes" (Theme 1, Subtheme 2). The next subtheme details how UK and PH LGBT+ students typically experience modern anti-LGBT+ prejudice.

5.1.2 Same old current social attitudes: modern anti-LGBT+ prejudice, old-fashioned sources

Participants described experiencing modern anti-LGBT+ prejudice more than traditional anti-LGBT+ prejudice within their HEIs. Quotes from various LGBT+ students across UK and PH HEIs illustrate how participants routinely experienced subtle and covert forms of anti-LGBT+ discrimination in their everyday university lives (see [Phase 2 qualitative quotes - anonymised](#)).

Verbal harassment was the most common form of offence disclosed by LGBT+ students across both UK and PH HEIs. The gravity of harassment ranged from the use of cliché indirect slurs such as *"that's so gay"* to more vicious and direct insults dehumanising LGBT+ identities, as David experienced:

I had a boyfriend at the time then like he [the perpetrator] saw that um like we were holding hands then like he suddenly said "You guys are like pigs!"...he shouted it out loud...that was like the worst...the fact that he used the word "animal"...And then the way he said it too

was like really loud like, “What are you doing! Animals!” (David, PH HEI 4)

While modern anti-LGBT+ prejudice in the form of anti-LGBT+ jokes (e.g. “*that’s so gay*”) may be unsurprising, another plausibly common but perhaps often overlooked manifestation of modern anti-LGBT+ prejudice stood out in the focus group discussions: intrusive questioning. Both UK and PH LGBT+ students expressed frustration and exasperation over repeated incidences of intrusive questioning arising from stereotypes and the lack of knowledge about LGBT+ identities, as Sanario expressed: “*...we just wish everyone was just educated enough to not ask what genitalia you have or what you’re into or what just genuinely you’re not gonna ask a normal cis-heterosexual person...*” (Sanario, UK HEI 1).

Echoing traditional sources of anti-LGBT+ prejudice globally, our LGBT+ student cohort disclosed acutely experiencing anti-LGBT+ prejudice from cis-heterosexual men, “*...in the colleges actually where like most of them are men...straight men...It’s there that you really feel the homophobia in the environment*” (Marky, PH HEI 1); and the older generation, “*...a lot of them are really old...[so] they come from a different generation...[like] growing up back then was probably a lot different so they probably subscribe to a lot of homophobia*” (Hana, UK HEI 6). Accordingly, participants also disclosed limiting interactions with students from traditionally male-dominated disciplines such as Engineering and Computing Sciences (see [Phase 2 qualitative quotes - anonymised](#)).

Although UK and PH LGBT+ students collectively identified cis-heterosexual men as a key source of anti-LGBT+ prejudice within their HEIs, they diverged in what they referenced as their key concern with cis-heterosexual men. PH LGBT+ students most often cited “*toxic masculinity*” as the primary reason for their sense of discomfort around cis-heterosexual men, while UK LGBT+ students more often cited their aversion to “*lad culture*”. Given the pervasiveness of toxic masculinity and lad culture in sports, LGBT+ students in both countries consequently avoided associations with sports in their HEIs as Sebastian summarised:

We know there's a lot of homophobia in sports so...I haven't ventured that much into the sports [hub]...I hate team sports because for me there's that massive trauma of homophobia...I can be pretty camp and out there and loud if I'm like with my friends but I would probably tone it down if I saw a group of guys walking uh you know towards us on campus. (*Sebastian, UK HEI 5*)

In general, Subtheme 2 reiterates how universities can mirror larger society as UK and PH LGBT+ students revealed the pervasiveness of modern anti-LGBT+ prejudice in their HEIs. Moreover, reflecting traditional sources of anti-LGBT+ prejudice within UK and PH culture, our participants emphasised primarily experiencing anti-LGBT+ prejudice from cis-heterosexual men - including prominent experiences of toxic masculinity and lad culture. Inevitably, the prevalence of modern anti-LGBT+ prejudice within their HEIs negatively impacted our LGBT+ student cohort. Theme 2 expounds on this by describing the impact of current campus climates on UK and PH LGBT+ students.

5.2 Theme 2: Campus as field for growth and regression

Overall, our participants described a mixed impact of current LGBT+ campus climates. This theme discusses the dynamic context-dependent nature of identity processes as a consequence of differing climates and university-group affiliations. Given how UK and PH HEIs seemingly function as microcosms of the larger social environment they are situated in (Theme 1), this result was unsurprising. Predictably, experiencing modern anti-LGBT+ prejudice within their HEIs has led to negative outcomes, such as withdrawal and isolation, among our LGBT+ student sample (Subtheme 1). On the other hand, their collective experiences of anti-LGBT+ prejudice also served as impetus for positively developing their LGBT+ social identities (Subtheme 2).

It is worth noting that the valence of the impact on UK and PH LGBT+ students seems to be shaped by various factors such as participants' sexual orientation, gender identity, and cultural/family background, which also relate to their level of outness and the salience of religion in their lives. For example, participants from more traditionally conservative and religious backgrounds typically found their campuses as better LGBT+ spaces than their personal/societal environment. For instance, Harry contrasted his experiences growing up gay in the UK countryside versus being out at university, "*I definitely feel a lot safer*

than I did back in my more rural home...the uni's an even better environment than that...I'm nowhere near as repressed as I was..." (Harry, UK HEI 1). Dan, who comes from a Filipino-Chinese community, expressed similar sentiments about feeling freer at university, "I'd describe it as enjoy and freedom because compared to when I'm at home and in church...this is where I'm most open to all..." (Dan, PH HEI 2).

In sum, echoing the experiences of LGBT+ people in wider UK and PH society, this theme reveals the mixed impact of “*work-in-progress*” campus climates on UK and PH LGBT+ students, when embedded physically within campus spaces, as well as contextually within university group-based settings.

5.2.1 Personal and social regression: isolation, withdrawal, and dropping out

As one would expect, the prevalence of anti-LGBT+ prejudice in UK and PH HEIs negatively impact LGBT+ students. In order to manage the negative impact of experiencing anti-LGBT+ prejudice within their universities, UK and PH LGBT+ students utilised various coping strategies. In general, the type of strategy that participants employed was influenced by the gravity of the anti-LGBT+ harassment they experienced. To cope with the ubiquity of these experiences, participants resorted to practices, such as indifference: “*...I wouldn't react because it would be way too exhausting to have to do that all the time...*” (Zoe, UK HEI 1).

Although indifference can be an effective short-term strategy, participants acknowledged the danger in ignoring or minimising incidents of modern anti-LGBT+ prejudice because over time the impact of *repeated* incidents of *subtle* anti-LGBT+ harassment accumulates:

...it is frustrating...[but] I kind of just like let it go because it's like, it's not as physically harming me...the bite is small but it's kind of significant [as well], like it can like become an infection if there's too many...[and] maybe one day they'll stack up and then like I'll burst...(Hana, UK HEI 6)

Inevitably, despite its theoretical ‘subtlety’, the pervasiveness of modern anti-LGBT+ prejudice resulted in feelings of fear and anxiety, which adversely impact

LGBT+ students' academic and social engagement. For example, D, a self-identified bisexual undergraduate student at a religious PH HEI, admitted: *"...it made me afraid to come out...I became less open after that because I was afraid..."*

Due to the prevalence of modern anti-LGBT+ prejudice within their universities, participants in both countries expressed that they had to *"tone down"* their LGBT+ identities in order to protect themselves (see [Phase 2 qualitative quotes - anonymised](#)). Concealing one's LGBT+ identity can cause unnecessary minority stress and anxiety among LGBT+ students, which can consequently affect their participation in academic and social activities:

...for me it's like I'll just keep quiet in my corner 'cause I've got my own experiences with uh Christianity and [laughs] um being gay...I maybe perform straightness a bit more around them...I kind of quiet down on those experiences when I'm in class...(Eve, UK HEI 1)

Rather than concealing their LGBT+ identities, other participants resorted to withdrawing from social interactions altogether in order to manage their fears and anxiety:

I really just go home right away so I didn't have that much interaction with other people...and um uh faculty members. Only just if I really needed to. Because it's kind of uh I also avoid the possibility of being judged...I was kinda scared to experience it, being discriminated or being judged. (Sarah, PH HEI 4)

Our LGBT+ student cohort markedly felt the negative impact of anti-LGBT+ prejudice in traditionally conservative and male-dominated settings. Since anti-LGBT+ prejudice was most palpable in these settings, indifference appeared futile, so many participants chose withdrawal and isolation as the safer strategy. Alex, a self-identified bisexual undergraduate student in an ancient UK HEI, described how this limited his involvement in student societies and organisations: *"I've just kinda stayed out of the ones that I've not felt welcome in?"* Unfortunately, for Marky, a self-identified pansexual undergraduate student in a secular PH HEI, negative LGBT+ campus climates not only limited their involvement in student societies but terminated it completely. After experiencing hostility from religious individuals in the student organisation they were a part of, Marky left the student group:

...a big factor also that...shapes the climate of our university is all the faith-based organisations...they always say that they are accepting the sinners but not the sin, that's always the phrase...they are really that discriminating and it's just um and hostile. So like at the end it's like I also just left their organisation. (Marky, PH HEI 1)

Apart from triggering social exclusion, participants also described adverse impacts of anti-LGBT+ prejudice on their academic performance. Negative academic outcomes ranged from participants zoning out of lectures to dropping out of courses and universities. Losing motivation as a result of anti-LGBT+ comments from students and staff was common among UK and PH LGBT+ students: *“you get anti-gay comments and you feel like I didn't expect that from this discipline...I've lost so much respect and like passion for subjects that I was doing...”* (Sanario, UK HEI 1).

Aside from losing motivation, the fear of experiencing anti-LGBT+ prejudice also created feelings of insecurity and low self-esteem among participants. Ariston, a self-identified gay undergraduate student at a religious PH HEI, disclosed how he constantly struggled to engage with his peers because he was wary of their prejudice against LGBT+ people. He further explained how a lack of 'habitus-fit', or a mismatch between being LGBT+ and being in traditionally conservative/male-dominated fields, impacted his academic self-efficacy, as he attributed his poor performance to his discomfort with a cis-heterosexual male professor. Unfortunately, due to his feelings of embarrassment and fear of experiencing even more anti-LGBT+ prejudice, he avoided discussing this with the professor:

...at the back of your mind...especially when you engage, interact with people from different colleges, you will think that um maybe they're homophobic...I always have that kind of thinking with...athletes... people in particular in colleges...male professors...I get super self-conscious...that was the hard part in being LGBT...That's why even [when] my output in his class was graded low...when I know I could've gotten a higher grade, I didn't contest...I felt that, he was a contributing factor to my poor performance even if he's good at teaching. 'Cause sometimes...I felt I was being embarrassed in his class...I feel like I'm being embarrassed sometimes because yeah the way he answers back to me, it's off...like he doesn't realise that I'm getting hurt or getting offended a little. (Ariston, PH HEI 2)

For other LGBT+ students, academic withdrawal took the form of zoning out of lectures, dropping courses/programmes, or leaving universities. Oliver, a self-identified bisexual, trans undergraduate student at a UK HEI, shared how multiple transphobic encounters with a cis-heterosexual male lecturer forced him to quit his joint degree because he felt it was safer for him to withdraw rather than to continually expose himself to potentially hostile interactions:

I was going to do a joint degree in sociology and I wanted to focus then on LGBT stuff. There were two teachers in the sociology department who I could've gone to and I was not risking being with the wrong one...I know people who are being taught by him at the moment and every time I just kind of recoil a little because I'm like "Are you gonna recognise me, is this gonna cause conflict?"...I really wanted to keep doing sociology...[but] it felt like I was no longer welcomed in that society, I wasn't welcomed in that subject anymore...(Oliver, UK HEI 1)

In cases where dropping a course or programme was not feasible, participants withdrew from their universities and sought more positive campus climates elsewhere. For instance, in the case of overt bullying: "*I was bullied by my professor, that's why I changed [universities]. And I think that one of the elements [involved], not the only one, but one of them was that I was uhh gay and she was very religious...*" (Sebastian, UK HEI 5). As well as more diffuse atmospheres of exclusion:

...it's hard to study and uh not knowing if the atmosphere or the culture is not open...I have so many friends that transferred in [my university] from [another religious university] 'cause like they discriminate [against trans] students [there]...Because they don't allow them to express themselves like they don't want them to crossdress or to have long hair...(Lady Godiva, PH HEI 3)

Highlighting the lack of intersectionality in LGBT+ spaces in UK HEIs, Alisha's experience stresses the negative impact of overlooking identities of LGBT+ POC in UK HE. In the excerpt below, Alisha disclosed withdrawing from LGBT+ university events because they were "*too white*". Given the choice, she further expressed a desire to withdraw from her university to seek a more LGBT+ POC inclusive campus climate:

I have turned down offers to speak at um...LGBT events at times. [Because they're predominantly] white...I don't think they would understand many of the things I'm talking about or even be interested

in it um so that disinterest really puts me off...as an ethnic minority student...it has influenced my decision to, if I get the chance, then to move into a more multicultural space um rather than [current university]. (*Alisha, UK HEI 1*)

Overall, this subtheme highlights the adverse impact of negative campus climates on LGBT+ students' academic and psychological well-being. Repeated experiences of anti-LGBT+ prejudice pushed our participants to personally and socially regress, either by withdrawing from their academic and social environments, or by isolating themselves from university culture.

Building on this interface of individuals acting and reacting within fields of university cultures, the next subtheme describes how UK and PH LGBT+ students' mixed experiences within their HEIs can conversely contribute to their personal and social growth.

5.2.2 Personal and social growth: finding one's identity, community, and advocacy

Despite extensive experiences of modern anti-LGBT+ prejudice within UK and PH HEIs, LGBT+ students - particularly those from conservative, religious, and rural backgrounds - articulated how universities, especially those with more positive LGBT+ campus climates or microclimates may function as a safe space for them, in contrast to their personal backgrounds. Participants from conservative, religious, and/or rural backgrounds disclosed that it was easier to explore and express their LGBT+ identities at university rather than at home, because it was a space away from their families and socio-cultural norms:

I come from a small town...I'm not out when I was there...it wasn't until I got to [the university] that it was really okay, [I realised that] it's okay apparently to be like this [LGBT+] and then that's when I expressed [my LGBT+ identity]...when I got to [the university] that's when I came out to my parents...(*Anna, PH HEI 4*)

For international students, especially those from more conservative cultures, UK HEIs provided them with a more liberal cultural context that allowed them to embrace their LGBT+ identities:

Having been in Scotland I feel more liberal with myself I feel more comfortable to say I'm gay to people...like when I tell my [university]

friends that I'm gay then they would just say "okay, it's okay, it's fine to be gay" which is quite good for me or quite encouraging for me...I feel more comfortable to be myself because of the uh campus the campus um climate yeah. (Miko, UK HEI 3)

UK and PH LGBT+ students collectively stressed the value of meeting other LGBT+ people at university. Whereas the previous subtheme underscored how the presence of traditionally conservative individuals and cis-heterosexual men induces social withdrawal among LGBT+ students, the current subtheme highlights how the visibility of other LGBT+ people can propel LGBT+ students to socialise with their LGBT+ peers. Participants expressed how visibly seeing other LGBT+ people made it easier for them to develop their social networks. For instance, Harry shared how he was able to build a large LGBT+ friend group and social life at university:

...all the rest of my now quite large friend group are all mostly LGBT...it's just a much nicer environment than any environment I've been in before, like high school felt so repressed and primary school felt so different...Like it's positive and it's given me a much more active social life as well. (Harry, UK HEI 1)

Being surrounded by other LGBT+ people facilitated participants' LGBT+ identity development. Specifically, meeting LGBT+ students and staff, who were visibly out and proud, encouraged this cohort to explore, accept, and, in some cases, embrace their own LGBT+ identities: "...coming to [university city] and meeting just other LGBT people...that was really like affirming and positive" (Eve, UK HEI 1); "...it helped me to accept myself more. Seeing other people also and hearing their stories..." (Dan, PH HEI 2).

Because of their shared experiences, participants found it easier to interact with other LGBT+ students, and as they developed friendships, found a safe space and key source of support within their HEIs:

...there's other people you can go to and talk to about your experiences with and have similar experiences with that you can share...my family are not the most supportive so um but...[now] I don't have to rely on them. And I can rely on the support of other people here and that's just a better environment overall. (Eve, UK HEI 1)

The presence of LGBT+ student groups further enabled these students to develop positive LGBT+ identities because they reinforce feelings of safety, acceptance, and pride in their LGBT+ social identity, as demonstrated by these UK quotes:

Having the [LGBT+ student group] as a society that's big...I feel completely safe there...It's been incredibly validating and I have managed to come out to more of my family members [because of it]. Um it just feels really good to have [that support], to know that I'm accepted here...Knowing that there's people here or an institution here that is not going to make a problem out of [being LGBT+], it helps in coming out and making it clear in circles that are a bit trickier to handle. (*Zoe, UK HEI 1*)

It's student societies [that] has done a lot more for me in the short time that I've been here, than wider society ever has...[because] I don't feel like I'm gonna actively encounter hatred so much here...we're like proud of our identities and we're like quite happy to be out...(Harry, UK HEI 1)

It is worth noting that while LGBT+ student societies are generally present across UK HEIs, having an institutionally recognised LGBT+ student group is not as prevalent in PH HEIs. For our Phase 2 cohort, only 3 out of 6 PH HEIs had institutionally recognised LGBT+ student groups (2 secular HEIs, 1 religious HEI). PH LGBT+ students in secular HEIs with institutionally recognised LGBT+ student groups expressed similar sentiments as their UK counterparts: *"I think I would never stop saying this but [LGBT+ student organisation] [laughs] has really helped me, like accept [myself]...my LGBT struggles...I learned so much in [LGBT+ student organisation]"* (*David, PH HEI 4*). However, for PH LGBT+ students in religious HEIs, where LGBT+ student groups are not as readily recognised institutionally, the next best thing appeared to be having LGBT+ inclusive student organisations. For example, art and media societies and theatre groups, where a significant number of society members self-identify as LGBT+ or are LGBT+ allies, were often cited as sources of support. Although these societies are not officially recognised LGBT+ student groups, they nevertheless provide a safe space for LGBT+ students to express and develop positive LGBT+ identities, as stated here:

...there are art orgs that are very inclusive. They don't tolerate um homophobia or any type of discrimination. Um I think that that really helped me um...not really come out but accept myself as a bi woman

because, you know, there are people who are there to protect me...(D, PH HEI 2)

Based on how participants described their experiences, one can postulate that, to a certain extent, LGBT+ inclusive student groups may mitigate the adverse impact of negative LGBT+ campus climates in both UK and PH HEIs. David, who experienced vicious anti-LGBT+ verbal harassment (see Theme 1, Subtheme 1), disclosed how the support from his LGBT+ student organisation helped him maintain a positive LGBT+ identity as he dealt with the aforementioned incident:

When the incident happened...it really affected me, like maybe for two days I was thinking about it like...“why did he say that?”...“how am I gonna do [sic] to confront him?”...but other than that the support that I’ve been receiving is so really amazing...it like sort of reaffirms the love people have for me...even with that [incident] in my mind...they [LGBT+ student organisation] all the more affirmed the acceptance and support they have for me. (David, PH HEI 4)

Overall, finding a sense of community and belonging within LGBT+ inclusive student groups fostered the growth of UK and PH LGBT+ students’ social identity, social capital, and minority coping resources as LGBT+ people (see Chapter 1). As they embraced their LGBT+ identities, some participants also found their advocacy. HEIs with strong LGBT+ student groups particularly inspired participants to develop LGBT+ related advocacies, which in turn contributed to participants’ personal growth by increasing their self-confidence and self-efficacy in impacting change:

...it’s more important that I first of all...see myself not just as a student but like [a] student activist... all the work that I’ve entered into for [the LGBT+ student organisation]...that’s what’s formed me the most as a college student...what I’ve gained from all the things I do for the advocacy is like confidence and like more belief in myself...it’s helped me more in giving me confidence...when I’m explaining my views, my ideas, I understand better how I’m supposed to share them with people...(Josh, PH HEI 4)

Finding a sense of community and belonging in LGBT+ inclusive student groups also strengthened participants’ resilience against anti-LGBT+ prejudice within their HEIs. For example, despite the challenges of being in a conservative religious HEI, Luke, a self-identified gay, trans undergraduate student in the

Philippines, expressed a fervent desire to continue fighting for LGBT+ inclusion at his university, especially for the sake of closeted LGBT+ students:

...despite being in our university [which is] not very welcome and open to the idea of us [LGBT+]. I want to stay mainly because I want to continue the fight that we have already started. And I want to give more inspiration for those like me...those who are still in the closet, those who are still afraid to come out. I want to stay and to just to prove [to] them that there's nothing wrong about being me, there's nothing wrong about being gay...I [will] never give up. Despite the fact [that the university administration] they're difficult to budge [like] it's difficult to have a dialogue with the [religious order]...I really became more empowered I can say [sic]. (Luke, PH HEI 6)

As a whole, Subtheme 2 of Theme 2 underscores that LGBT+ visibility, in the face of anti-LGBT+ prejudice, can foster the growth of LGBT+ students. As our participants' experiences indicate, the presence of LGBT+ people at their universities encouraged positive LGBT+ identity development and allowed them to find their own community within the university and eventually, for some, their advocacy beyond the university context.

Despite these potential positive outcomes, participants' overall experience emphasise the need to improve LGBT+ campus climates. As LGBT+ campus climates remain a “*work-in-progress*” in UK and PH HEIs, our LGBT+ participants will certainly continue to experience, not only growth, but also personal and social regression, as they repeatedly encounter anti-LGBT+ prejudice within university contexts. Akin to a ‘double-edged’ sword, Sanario described the experience of being an LGBT+ advocate as both “*good*” and “*bad*”:

You're an advocate and that's what makes you feel good, but when it doesn't go right you retreat...it makes you retreat into yourself and it just makes you feel shit. Like it's such a heavy burden...it's a good and a bad...like you feel grand but then you also feel crushed. (Sanario, UK HEI 1)

Building on the “*work-in-progress*” status of LGBT+ campus climates (Theme 1) and the dynamic field in which our participants are interacting across HEI contexts (Theme 2), Theme 3 captures suggestions for improving campus climates for UK and PH LGBT+ university students by integrating key points across themes for social and institutional change.

5.3 Theme 3: Collective social identity belonging through LGBT+ visibility, recognition, and representation

The two previous themes underscore the need to improve campus climates for LGBT+ students in both national contexts. Although navigating negative campus climates can lead to positive outcomes such as enabling LGBT+ students to develop resilience (see 5.2.2); the prevalence of modern anti-LGBT+ prejudice in HEIs (see 5.1), still push UK and PH LGBT+ students to social exclusion and academic withdrawal (see 5.2.1).

As a culminating theme, Theme 3 integrates salient points from the previous themes to address how campus climates can be improved for our LGBT+ student sample. In triangulation with the Phase 1 finding that cis-heterosexual and LGBT+ students endorsed similar levels of social identity belonging, and given the apparent mediating role of social identity belonging in campus climate-outcomes relationships, Theme 3 suggests that fostering LGBT+ students' social identity belonging - through LGBT+ visibility, recognition, and representation - provides a solid foundation for improving LGBT+ campus climates across national contexts. The three subthemes encapsulating participants' collective suggestions for creating safer and more inclusive LGBT+ campus climates will now be discussed, namely: (1) LGBT+ representation in student groups, (2) LGBT+ visibility in policies and programmes, (3) LGBT+ awareness and recognition from staff and students.

5.3.1 “Having people like us here too”: LGBT+ representation in student groups

LGBT+ inclusive student groups arguably play a key role in developing UK and PH LGBT+ students' sense of belonging at their universities (see Theme 2).

Furthermore, LGBT+ inclusive student groups function as a key resource for LGBT+ students in our sample, as it provided participants with a safe space to explore their identities with the support of their LGBT+ peers. For instance, Anna shared how being part of an LGBT+ student group at her HEI personally helped her:

When I joined the [LGBT+ student] org, it was there where I [realised] okay there's this is LGBTQ+ community in the university...that's where

I realised that okay I really belong somewhere. Then because of that I learned more how to disclose about myself, to open up about my experiences, and it helped my mental health like a lot. Because I always had people I could talk to...(Anna, PH HEI 4)

Aside from improving LGBT+ representation and visibility within HEIs, institutional recognition of LGBT+ student groups validates LGBT+ students' social identity because it shows that universities acknowledge and support the existence of LGBT+ students. To some extent, being surrounded by LGBT+ peers within LGBT+ student groups also gave participants a better sense of comfort and habitus-fit within their HEIs. For instance, Harry in the UK said: *"I feel considerably safer just because of the amount of...LGBT societies on campus"* (Harry, UK HEI 1); and Anna in the PH stated: *"...because like there's an LGBT org [and] there's LGBT representation in the student council...it helps with having that sense of belongingness that like there are people like you who are also here at the university"* (Anna, PH HEI 4).

In fact, for some PH LGBT+ students, joining a specific institutionally recognised LGBT+ student society was something they looked forward to even before coming to university, as Josh and Nadine expressed:

I've known since before that I was gay...so when I was in high school like I already decided that I wanted to go to [current university], because I knew that in [current university] there are a lot [of gays] and [university LGBT+ student organisation] was there...even since high school, I've already heard about [university LGBT+ student organisation] and I wanted to join that organisation. (Josh, PH HEI 4)

For me, like same, same with Josh wherein, it's because I knew about [university LGBT+ student organisation] beforehand that like [laughs] "ah, if I go to [current university], I'll join [university LGBT+ student organisation]". (Nadine, PH HEI 4)

Conversely, since LGBT+ student societies are widely present across UK HEIs, some UK LGBT+ students considered the *strength* of the LGBT+ student society as a salient factor in deciding which university to go to. Several UK participants disclosed researching universities' LGBT+ student societies online, through the university webpages and social media accounts, and in person during university Open Days. For example, Oliver shared:

When I was choosing universities, it did factor in...I just looked for the most consistent society really and [LGBT+ student society] had at the time a very functioning Tumblr, a Twitter, a Facebook...it was something that I can latch on to...I think that's made a difference...it encouraged me at least. (Oliver, UK HEI 1)

Other UK students, like Eve below, highlighted 'Freshers Week' or induction-type fairs as a key interface for the visibility of LGBT+ student societies:

I was like looking around to see how---what the campus climate was like for LGBT students so I was like looking around the Fresher's Fair for like the LGBT societies...Yeah, I was definitely doing kind of um my research on the LGBT group before I arrived...looking on their website...the amount of effort being put into it and the kind of the size of the group definitely felt sort of like [positive]... (Eve, UK HEI 1)

The importance of institutional validation of LGBT+ identities through formally recognised LGBT+ student groups was further underscored by the sentiments of LGBT+ students from religious PH HEIs who clamoured for *official* LGBT+ student groups at their universities. Since their HEIs do not recognise or permit LGBT+ student societies, LGBT+ students at religious PH HEIs expressed envying their counterparts from secular PH HEIs (see [Phase 2 qualitative quotes - anonymised](#)).

Luke, a self-identified gay, trans undergraduate student at a religious PH HEI, openly expressed dissatisfaction at the fact that the LGBT+ student group at his university had to be guised as an "intersectional feminist group" since LGBT+ related endeavours are prohibited in his university: "Swear. Because I'm getting stressed now eh. It's stressful. And it's hard being an under-the-table org" (Luke, PH HEI 6).

The lack of institutional recognition of LGBT+ student groups in religious HEIs created negative campus climate perceptions regarding institutional support. When asked about the level of institutional support for LGBT+ at their university, Dan, Danica, and Ariston, who participated in different focus groups but all came from the same religious PH HEI, rated their institution poorly, with each stating: "Me 4 or 5 [rating for institutional support for LGBT+], 'cause I think that they can do more for us like allowing an organisation..." (Dan, PH HEI 2); "Uh when it comes to support from the admin, you can't really feel it, like the [LGBT+ student] org, we used to [have one] but then it's gone...we need an org

for LGBT” (Danica, PH HEI 2); “The students are [accepting] but the university is not...The admin is not that expressive especially in supporting [LGBT+]...They never accredited um LGBT orgs...They really must have an LGBT org in [the university]. For me, honestly...that’s the top priority as of now...” (Ariston, PH HEI 2).

PH LGBT+ students from secular HEIs endorsed their PH counterparts’ sentiments as they called for more support for LGBT+ student groups across *all* universities. For instance, David who goes to a secular PH HEI with a recognised LGBT+ student group said: “I hope this becomes a norm I guess like throughout every campus, like there would be [an LGBT+ org], I hope it would be like [my LGBT+ student organisation] because...I feel like for a lot of people it would really help...” (David, PH HEI 4).

Reiterating the divergent manifestation of “*work-in-progress*” LGBT+ campus climates (Theme 1), while PH LGBT+ students clamoured for the *basic* recognition of LGBT+ student groups across all HEIs, UK LGBT+ students articulated a more complex demand by emphasising the need for institutional support towards *intersectional* LGBT+ student groups across UK HEIs. This is exemplified by Alisha in the UK when stating feelings of marginalisation from predominantly white LGBT+ spaces:

[As] someone coming from the Global South, to have so few people from that those parts of the world represented within the university, the department um and the LGBT communities definitely makes a difference...if the [LGBT+] space is predominantly white then you don’t really feel like you belong as well...(Alisha, UK HEI 1)

And echoed by Miko stating feelings of marginalisation based on age:

I actually went to the LGBT society for the undergraduate students but I just find it a wee bit...difficult for me to bring myself in...it would be much better if we could have the [same] kind of LGBT network among postgraduate students or mature students...(Miko, UK HEI 3)

Overall, this subtheme highlights the importance of ensuring LGBT+ representation in university student groups in both national contexts, but particularly in PH religious contexts (see 5.4). Participants’ sentiments, along with the fact that the presence of LGBT+ student groups factors in the decision-

making process of some LGBT+ students, suggest that HEIs regardless of country would substantially benefit from explicitly supporting intersectional LGBT+ student groups. Doing so helps communicate institutional recognition and validation of LGBT+ identities. Based on our LGBT+ student sample, institutional recognition and support for LGBT+ student groups generates perceptions of safe and accepting campus climates, which ultimately fosters LGBT+ students' social identity belonging and habitus-fit within their universities. The next subtheme underscores the role of LGBT+ inclusive policies and programmes in further fostering LGBT+ sense of belonging and fit within HEIs.

5.3.2 “It recognises that there’s that sector in your university that’s LGBT”: LGBT+ visibility in policies and programmes

Apart from supporting intersectional LGBT+ student groups, another key recommendation from our participants was to improve LGBT+ visibility in university policies and programmes. Building on the previous subtheme, from a social identity lens, having official LGBT+ inclusive policies and programmes further validates LGBT+ identities, as Anna expressed:

Having an anti-discrimination policy, first of all it recognises that there’s that sector in your university that’s LGBT, so just having that that’s like [being] institutionally-validated...the mere representation of that [for the LGBT+ community] itself is already a big step... (Anna, PH HEI 4)

In addition to acknowledging the existence and value of LGBT+ identities, official university policies provide legal representation and protection for LGBT+ students, which is important given the pervasiveness of modern anti-LGBT+ prejudice (Theme 1). Anna expressed this when she elaborated “...then secondly, the need for protection, so I think it’s good if there is one...[because right now] it’s like we’re accepted...but not really fully protected...by the administration” (Anna, PH HEI 4).

Perceptions of safety and security among our participants fostered a sense of LGBT+ social identity belonging and habitus-fit within predominantly cis-heteronormative university contexts. For instance, Harry in the UK described how explicit anti-LGBT+ discrimination statements help him feel safer and more positive about the campus climate at his university:

The fact that there are those statements and there's already a rule system in place and that they...are willing to expressly say that this hatred is not allowed is just immensely positive for that atmosphere like it just really helps you feel a lot safer on campus...(Harry, UK HEI 1)

This was further echoed by Zoe who shared, *“it makes me feel even safer and more comfortable going about being myself”* (Zoe, UK HEI 1).

It should be noted that explicit anti-LGBT+ discrimination policies are non-existent in PH HEIs. Focus groups and interviews corroborated this information as PH LGBT+ students disclosed not being aware of any anti-LGBT+ discrimination policies at their universities (see [Phase 2 qualitative quotes - anonymised](#)). At best, PH LGBT+ students described having a vague idea about the existence of a general anti-discrimination policy but, as far as they know, it was not LGBT+ specific. Thus, PH LGBT+ students expressed a strong need for an explicit anti-LGBT+ discrimination policy in PH HEIs.

Nat, a bisexual undergraduate student at a secular PH HEI, mentioned that this is actually what they are fighting for as an LGBT+ student group, *“...what we are fighting for, yeah...we really need policies um so that we can have a something to hold onto uh if ever something happens to us...”* (Nat, PH HEI 4).

Likewise, PH LGBT+ students from religious HEIs stressed how much having official LGBT+ anti-discrimination policies would mean to them, especially given the current LGBT+ campus climate at their universities: *“...it's a big step for us if ever we that there is one...that's really for us specifically, for LGBTs, thank you Lord!”* (Luke, PH HEI 6); *“...big step also to be recognised like that, and I think we'll feel special if there's a special policy for us”* (Dan, PH HEI 2).

Collectively, participants in both national contexts emphasised the even bigger lack of trans-inclusive policies as they expressed the substantial need for gender-neutral bathrooms and better trans-inclusion within their HEIs. Reflecting the LGBT+ socio-political context in the Philippines, PH LGBT+ students expressed a *basic* need for gender-neutral bathrooms and trans-inclusive policies because these were non-existent at their HEIs. For example, Yvan stated: *“we don't have these gender-neutral bathrooms within the*

university...that is the less welcoming part of [university]...that really serve[s] as a problem within the campus” (Yvan, PH HEI 2).

In contrast, UK LGBT+ students expressed a progressive need for *more* gender-neutral bathrooms and *better* trans-inclusion across universities since the presence of gender-neutral bathrooms and trans-inclusive policies varied across UK HEIs. As Sebastian, comparing his experiences at two different UK HEIs, described:

...it differs from university to university. Some universities are really big on gender-neutral toilets...at [previous UK university] where I worked before [current UK university]...we trialled implementing gender-neutral toilets...it was one toilet in the entire university and we did a survey about this. Half the people were like, “Great, yes, roll it out completely all through the campus”, the other half were like, “Where will I pee now? This is terrible!” (Sebastian, UK HEI 5)

And Zoe suggested “...*maybe have all bathrooms become gender-neutral...it’s not so much for LGB students, it’s more for the trans students uh who I think still have more issues...*” (Zoe, UK HEI 1).

Apart from acknowledging LGBT+ identities through explicit LGBT+ inclusive university policies, our UK participants highlighted the importance of LGBT+ specific programmes within their HEIs. In addition to institutionally validating LGBT+ students’ social identities, having LGBT+ events can provide LGBT+ students with more opportunities to develop their social capital and minority coping resources (see Chapter 1). Thus, in combination with recognising LGBT+ student groups and implementing LGBT+ inclusive policies, organising LGBT+ programmes can further strengthen LGBT+ students’ sense of belonging and habitus-fit within their universities because it conveys a more authentic and normative institutional acceptance of LGBT+ students, as well as validating their rights and legitimacy in university spaces.

For instance, Eve highlighted this feeling when she said, “*it feels genuine...definitely feeling a lot more sort of belonging to the uni...that definitely does support LGBT people and LGBT groups and rights and stuff like that...*” (Eve, UK HEI 1). Likewise, Harry described the positive symbolic impact raising the Pride flag and celebrating LGBT+ History Month at his HEI has for him:

...the fact that uni still does things like puts up a Pride flag for LGBT month, that's like incredible...That is all just an inherently good sign and I feel like it definitely makes me feel more like I guess belonging...I do feel a sense of bond to the uni...putting up a Pride flag for Pride Month, putting up a Pride flag for LGBT History Month...makes you think that...[the university]...wouldn't do anything, I don't think, to limit that diverse group and allowing homophobia and biphobia and whatnot into that group...(Harry, UK HEI 1)

However, institutional support for LGBT+ specific programmes was not equal across HEIs. LGBT+ programmes were more common across UK HEIs and secular PH HEIs, mirroring the larger social environment HEIs are situated in (Theme 1). Moreover, participants from these HEIs underscored the need to improve the availability of LGBT+ specific programmes, especially for LGBT+ POC and non-traditional/mature LGBT+ students.

For instance, Hana in the UK emphasised how *“everything's structured towards straight people and there's never really any kind of like um anything toward the LGBT people”* (Hana, UK HEI 6). Extending this from an intersectional POC lens, Alisha commented:

I don't think there's a specific support for that particular issue. I don't think the university recognises that yet...There are spaces that are being made more uh possible for people—students of colour. But I don't know if that intersects with LGBT people of colour yet. (Alisha, UK HEI 1)

Likewise, bringing in the intersectional lens for mature students, Britney in the UK noted:

I think the university is geared more towards LGBT+ of their age...this has been a very comfortable place to be but I don't know that I find it particularly accepting...because...it's not a place where it's easy to find a community for a 40-year-old PhD. (Britney, UK HEI 1)

Aside from having more intersectional LGBT+ policies and programmes, another salient recommendation, particularly from our UK participants, was to improve the visibility and clarity of communicating existing LGBT+ policies and programmes, as Kyle noted: *“...they should publicise their support infrastructure...Because if you don't know that exists then how are you gonna...seek support?”* (Kyle, UK HEI 4).

This suggestion was specific to our UK sample since LGBT+ policies and programmes existed in the UK HE context only. However, despite the ‘known’ presence of LGBT+ university policies and programmes, the majority of our UK participants disclosed having only a vague idea of available LGBT+ policies and programmes within their HEIs. For example, Arthur admitted *“Um, we kind of know they’re there but not necessarily where to look for them...they’re not very visible...I think there should be awareness of where you can access them...”* (Arthur, UK HEI 1).

Collectively, UK LGBT+ students’ sentiments suggest that the lack of visibility and clarity of available LGBT+ policies and programmes negatively impact their campus climate perceptions of the overall support at their universities. When asked to rate the level of institutional support at their universities, using a scale from one to ten, UK participants gave poor to moderate ratings as follows: *“I would say five probably? Cause...I don’t know much about the support infrastructure itself and they haven’t been very forthcoming with sort of publicising what infrastructure that they have”* (Kyle, UK HEI 4); *“Yeah kinda probably between four and five as well...For the same reason yeah, if there’s something specific for LGBT then I don’t know about it”* (Sebastian, UK HEI 5).

Overall, this subtheme highlights not only the importance of having LGBT+ inclusive policies and programmes within UK and PH HEIs, but also the value of *clearly* and *consistently* communicating their existence to LGBT+ students, which itself affects perceived campus climate. Not only does having official LGBT+ policies and programmes provide institutional representation and validation of LGBT+ social identities; consistently communicating them overtly demonstrates institutional support and recognition of LGBT+ students’ needs, which can be crucial in fostering feelings of belonging, habitus-fit, and a general climate of inclusivity within HEIs. Importantly, communicating them openly also increases LGBT+ awareness and visibility, which can be valuable especially for LGBT+ students who are not yet ‘out’, as Sebastian highlighted:

The absence of visibility of LGBT is negative, obviously...[because] there will be people who will be secure in their sexuality and their identity...But there will be people who won’t have that ease and who would like to have somewhere to turn to...if it’s absent or if it’s not

visible then they wouldn't know how...where...[to go] (*Sebastian, UK HEI 5*)

Therefore, the final subtheme highlights the importance of LGBT+ awareness and recognition in fostering UK and PH LGBT+ students' social identity belonging and ultimately creating more positive LGBT+ campus climates.

5.3.3 “It's not just being aware, it's a big step also to be recognised”: LGBT+ awareness and recognition from staff and students

At the core of the recommendations discussed in Theme 3 is participants' collective desire for improved LGBT+ awareness and recognition among students and staff at their HEIs. Awareness is the first step toward better understanding of LGBT+ identities. Improved understanding of LGBT+ identities, in turn, can catalyse progress toward institutional support for intersectional LGBT+ student groups (Theme 3, Subtheme 1) and the implementation of LGBT+ inclusive policies and programmes (Theme 3, Subtheme 2) for our cohort.

Our participants acknowledged the influential role of university staff in creating positive LGBT+ campus climates (see [Phase 2 qualitative quotes - anonymised](#)). But in order to create positive LGBT+ campus climates, staff members first need to be educated about LGBT+ issues. UK and PH LGBT+ students gave mixed responses when asked about staff awareness and understanding of LGBT+ issues within their HEIs.

Consistent with Theme 1, PH LGBT+ students perceived less LGBT+ awareness among staff members at their HEIs when compared to UK LGBT+ students. For instance, PH LGBT+ students at religious HEIs described how their HEI staff are generally “*aware [that LGBT+ people exist] but they're not really that fully informed [of LGBT+ issues]...*” (*Ariston, PH HEI 2*). Although LGBT+ students from secular PH HEIs and UK HEIs comparatively expressed better LGBT+ awareness among staff at their HEIs, this was still distinctly lacking when it comes to trans issues as Josh, from a secular PH HEI, described:

There's a vague concept of gender and LGBT but like the specifics of it all on like how to be more sensitive for example when you're talking to a student...especially when they're trans...like they still

resort to the [cisgender] norms of “Ate” [sister] like “Miss” even if later on it’s actually “Mister” already or maybe they could have just not used titles...(Josh, PH HEI 4)

The lack of understanding of trans issues among staff was echoed by Alisha, from a UK HEI, when she recounted a staff member’s insensitive reaction after misgendering a nonbinary student: *“The staff member was quite defensive regarding her behaviour. Um [in] an event like that [where the staff] was quite defensive...is not very helpful...”* (Alisha, UK HEI 1).

In order to improve awareness of LGBT+ issues, PH LGBT+ students collectively suggested having regularly updated LGBT+ sensitivity training for university staff. For instance, Yvan expressed that *“the university should conduct an orientation or seminar with regards to the interaction with the LGBT community...it can go a long, a positive way if the institution should conduct orientations or seminars with regards to that”* (Yvan, PH HEI 2). Emphasising the need for trans awareness, Josh urged *“...if we’re being specific, why can’t we have every month um follow-ups to the gender-sensitivity training?...Simple things like using Mr., Ms., Mx. or no title inside the classroom, those kinds of specific steps...”* (Josh, PH HEI 4).

Interestingly, while PH LGBT+ students called for LGBT+ sensitivity training among staff, UK LGBT+ students collectively expressed scepticism about the efficacy of sensitivity trainings at their HEIs. For instance, Sanario questioned the value of mandatory equality and diversity awareness training in UK HEIs, apart from meeting minimum *“tick-list”* requirements: *“They have seminar trainings...like ‘how to deal with you[r] LGBTQ+ community’. It’s not great...you very visibly see that...It was given by robots...It’s a tick-list, I genuinely feel like it’s a tick-list”* (Sanario, UK HEI 1).

Rather than require staff to complete basic equality and diversity awareness training, UK LGBT+ students instead emphasised the need for university staff to be trained in supporting LGBT+ students and to be better prepared in signposting them to available LGBT+ programmes within the university. For example, Nicholas stated: *“lecturers are ambassadors for the university and should be cognisant and aware of all the support mechanisms that are in place at the university and should promote them at every opportunity”* (Nicholas, UK HEI 2).

Nicholas' point can be linked back to UK LGBT+ students' recommendation to improve the visibility and clarity of available LGBT+ policies and programmes within their HEIs (see Theme 3, Subtheme 2).

Building on improved awareness and understanding of LGBT+ issues among staff, our LGBT+ cohort also described the importance of seeing staff members *consistently* challenge incidents of anti-LGBT+ discrimination whenever they occur. For instance, continuing his previous point, Nicholas further stated:

They're in control of that space and they should call out any discrimination or report on the encounter otherwise the [LGBT] people who come along to that lecture...[are] not gonna see that as a safe space in the future so...they've got a responsibility to challenge it. (Nicholas, UK HEI 2)

Participants also discussed the significance of seeing staff members *actively* promote LGBT+ inclusion by attending LGBT+ events such as Pride, displaying LGBT+ flags, or wearing rainbow lanyards (see [Phase 2 qualitative quotes - anonymised](#)). Nat in the PH expressed this when she shared "*it would help if the staff is an outright spoken advocate for LGBTQ...it would make it more inviting for students to open up and support the cause*" (Nat, PH HEI 4).

Because they are in a position of power, university staff members visibly expressing support for LGBT+ inclusion and standing up against anti-LGBT+ discrimination can be seen as another legitimate validation of LGBT+ students' social identities. Another way staff can demonstrate awareness and recognition of LGBT+ identities is by integrating LGBT+ topics in the curriculum, which was a common recommendation among UK and PH LGBT+ students. Participants noted the predominantly cis-heteronormative content of their courses. For instance, Harry shared:

Um so there's not really any like reflection of LGBT issues or rights in a lot of the Humanities courses and there definitely should be...for all three of my subjects there's definitely a predominant set of theorists and they are almost always straight, white, male, old...it's left a lot of the other more marginalised students going "um, where's our representation in these courses?" (Harry, UK HEI 1)

Along with having LGBT+ inclusive student groups, policies, and programmes, LGBT+ inclusion in the curriculum further demonstrates institutional recognition

of LGBT+ identities. Importantly, in addition to acknowledging LGBT+ social identities, it promotes LGBT+ visibility and awareness among students too since it educates them about LGBT+ issues. PH LGBT+ students particularly noted the need for LGBT+ inclusive curricula in traditionally conservative and male-dominated fields, where LGBT+ awareness is most lacking (see Theme 1), as Wiccan emphasised, “...it should be taught in the College of Engineering, in the masculine colleges. It should really be taught there...Like gender-sensitivity classes for them...they’re really the ones who need it...” (Wiccan, PH HEI 2).

As noted in previous themes, UK HEIs and secular PH HEIs have made more progress than religious PH HEIs with regards to having LGBT+ inclusive student groups, policies, and programmes. Likewise, in terms of LGBT+ inclusive curricula, LGBT+ students from UK and secular PH HEIs described having LGBT+ specific option courses (see [Phase 2 qualitative quotes - anonymised](#)), whilst their counterparts from religious PH HEIs shared that the closest they have to LGBT+ inclusion in the curriculum is a ‘gender and cultural diversity’ course included in the general curriculum for Humanities and Social Sciences programmes only (see [Phase 2 qualitative quotes - anonymised](#)).

On the whole, this subtheme highlights our participants’ collective desire for better LGBT+ awareness and recognition among university students and staff since an informed understanding of LGBT+ identities provides a solid foundation for LGBT+ inclusion. When asked what university staff and students can do for them, both UK and PH LGBT+ students simply said: “*Just don’t be hostile*” (Harry, UK HEI 1); “...*just be a decent person. And then if someone’s getting discriminated, bullied or what, you stand up for it already. That’s the only way you can help eh*” (Chuck, PH HEI 5).

Overall, participants’ sentiments suggest that they believe that an improved understanding of LGBT+ issues, through regularly updated LGBT+ sensitivity trainings and LGBT+ inclusion in the curriculum, can better equip both university students and staff to (1) recognise the challenges that LGBT+ students encounter, (2) avoid engaging in anti-LGBT+ prejudice, and (3) subsequently challenge the anti-LGBT+ discrimination that they disclosed is prevalent across UK and PH HEIs. By practicing these, university students and staff can create

more positive LGBT+ campus climates thereby fostering LGBT+ students' sense of social identity belonging and habitus-fit within their universities.

5.4 Cross-country differences in thematic experiences

This section synthesises cross-country differences between UK and PH LGBT+ campus climates. The following narrative discusses the linkages between themes and the emergent differences in UK and PH LGBT+ students' experiences of campus climates. Figure 5-2 and Figure 5-3 summarise the relationships between the overall themes, subthemes, and linkages, for each national context.

On the whole, Theme 1 (Campus as microcosm of larger society) highlights how LGBT+ campus climates in UK and PH HEIs reflect the socio-political environment for LGBT+ people in wider UK and PH society. As an overarching theme, Theme 1 impacts all subsequent themes (see solid red arrows T1, T2, T3). For instance, Theme 2 demonstrates how varying LGBT+ socio-political climates can have differential impacts on LGBT+ students. While Theme 3 underscores the importance of fostering LGBT+ students' social identity belonging and habitus-fit within HEIs. However, as can be seen in the narrative above, there are tensions and differences in how these processes are experienced, based largely on national context, but additionally, institutional cultures. Therefore, the map below will be narratively discussed with regard to these tensions and differences.

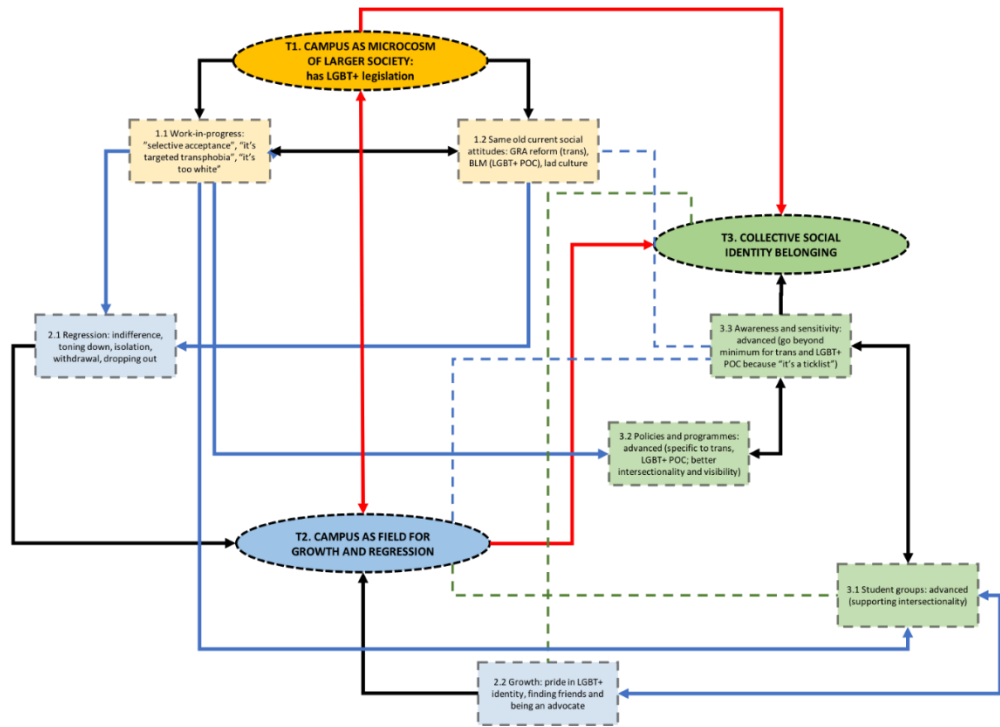


Figure 5-2 UK cognitive map. Cognitive Map of Linkages Between Themes and Subthemes for the UK Context. Solid red arrows indicate connections between themes. Solid black arrows indicate connections between themes and its subthemes. Solid blue arrows indicate direct relationships between subthemes of different themes. Broken lines indicate less direct relationships.

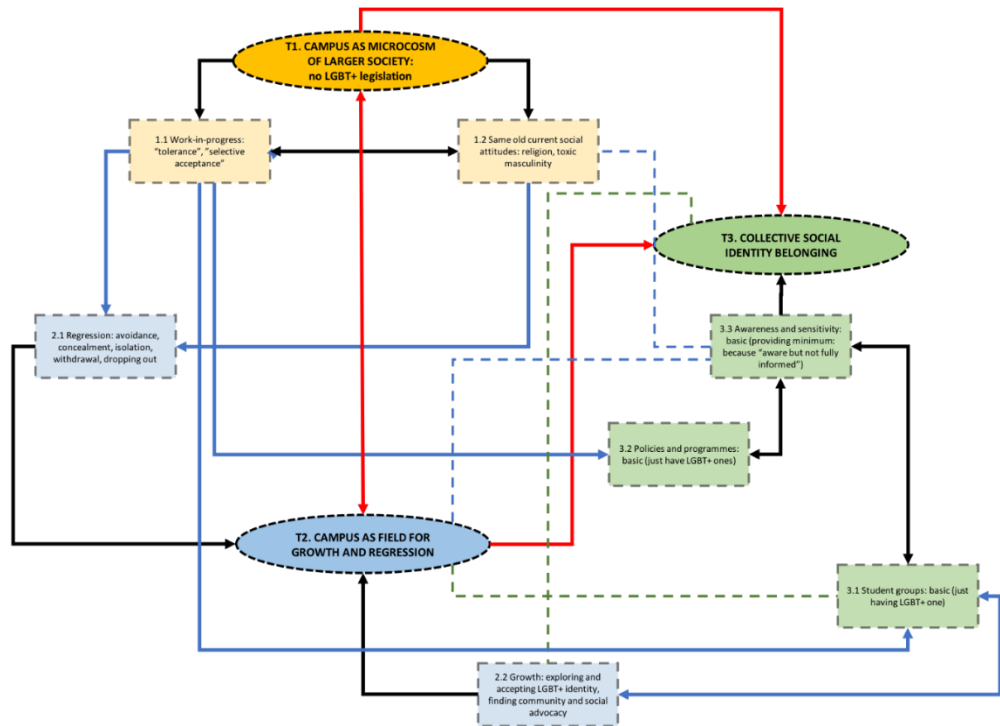


Figure 5-3 PH cognitive map. Cognitive Map of Linkages Between Themes and Subthemes for the Philippine Context. Solid red arrows indicate connections between themes. Solid black arrows indicate connections between themes and its subthemes. Solid blue arrows indicate direct relationships between subthemes of different themes. Broken lines indicate less direct relationships.

As the cognitive maps show, a key difference between the UK and PH is the felt presence/impact of LGBT+ legislation. In general, UK society has comparatively

made more progress toward LGBT+ equality as evidenced by the presence of LGBT+ inclusive legislation (e.g. Equality Act 2010; ILGA-Europe, 2018). In contrast, as a more conservative-religious society, the strong influence of the Roman Catholic Church and its proscriptive stance on LGBT+ identities has deterred the progress of LGBT+ equality in the Philippines (Pew Research Center, 2013; UNDP-USAID, 2014) as evidenced by the ongoing debate on the passage of a national anti-LGBT+ discrimination bill (e.g. SOGIE Equality Bill; Aurelio, 2020; Library of Congress, 2020; "Senate Bill No. 689," 2019; Vergara, 2019).

Thus, with HEIs functioning as a microcosm of the larger socio-political environment, cross-country differences in the level of LGBT+ acceptance across UK and PH society also translates as institutional differences in LGBT+ campus climates in UK and PH HEIs and microclimates within HEI spaces (Theme 1). Specifically, although both UK and PH HEIs have “*work-in-progress*” campus climates, PH LGBT+ students described campus climates in their HEIs as merely “*tolerant*” (see Figure 5-3: Box 1.1) as evidenced by the lack of institutionally recognised LGBT+ student groups and LGBT+ inclusive policies and programmes across PH HEIs, especially in religious HEIs (see Figure 5-3: solid blue arrow connections 1.1, 3.1, 3.2). On the other hand, given better socio-political acceptance of LGBT+ people in wider UK society, UK LGBT+ students described campus climates that are more ‘selectively accepting’ toward White LGBs (see Figure 5-2: Box 1.1). In other words, mirroring the mixed acceptance of trans and people of colour (POC) in UK society, UK HEIs appear to be less inclusive of trans and LGBT+ POC as evidenced by the current lack of trans-inclusive policies and intersectional LGBT+ student groups and programmes across UK HEIs (see Figure 5-2: solid blue arrow connections 1.1, 3.1, 3.2).

As a microcosm of larger society, UK and PH HEIs also reflect the ‘same old current social attitudes’ as UK and PH LGBT+ students collectively reported experiencing anti-LGBT+ prejudice, more prevalently in its modern form, from traditional sources of anti-LGBT+ prejudice: older generation, religious/conservative individuals, and cis-heterosexual men within their HEIs (see Figure 5-2 & Figure 5-3: Box 1.2). However, reflecting cross-country differences between UK and PH society, the salient issues that participants identified within their HEIs echoed the salient issues in wider UK and PH society.

For example, given the salience of Catholicism in PH society, the negative impact of religion on LGBT+ campus climates was a key issue raised by PH LGBT+ students, especially by those belonging to religious HEIs (see Figure 5-3: Box 1.2 and its connections to 2.1, 3.3). On the other hand, echoing recent debates on the Gender Recognition Act reform and Black Lives Matter movement in the UK, the lack of trans and LGBT+ POC inclusion across UK HEIs were key issues raised by UK LGBT+ students (see Figure 5-2: Box 1.2 and its connections to 2.1, 3.3). Another cross-country difference that emerged across samples involved LGBT+ students' reasons for avoiding cis-heterosexual male-dominated settings (e.g. university sports clubs and gyms). PH LGBT+ students cited "*toxic masculinity*" as their primary concern within predominantly male fields (see Figure 5-3: Box 1.2), while UK LGBT+ students referred to "*lad culture*" as their main concern within male-dominated settings (see Figure 5-2: Box 1.2). Again reflecting their respective socio-political contexts, toxic masculinity echoes more traditional and conservative attitudes; while lad culture can be likened to more subtle manifestations of prejudice. Regardless of form, both nevertheless negatively impact LGBT+ students across contexts.

Further echoing cross-country differences in the manifestation of anti-LGBT+ prejudice in UK and PH society, PH LGBT+ students reported engaging in more extreme forms of withdrawal and isolation in order to cope with the more negative LGBT+ campus climates across PH HEIs (see Figure 5-3: Box 2.1). PH LGBT+ students, especially those from religious HEIs, were more inclined to conceal their LGBT+ identities and avoid social interaction within their HEIs (seen in quotes from Marky and D in Theme 2, Subtheme 1). In contrast, UK LGBT+ students generally regressed by 'toning down' their LGBT+ identities and feigning indifference in social interactions since anti-LGBT+ prejudice manifested more subtly within their HEIs (seen in quotes from Sebastian in Theme 1, Subtheme 2; Zoe, Hana, Eve in Theme 2, Subtheme 1). Likewise, PH LGBT+ students regressed the most in religious HEIs; while trans and LGBT+ POC regressed the most across UK HEIs (see Figure 5-2 & Figure 5-3: solid blue arrow connections Box 1.1, 1.2, 2.1). Reiterating cross-country differences in the levels of LGBT+ socio-political acceptance in their respective national contexts, personal and social growth also manifested differently for UK and PH LGBT+ students (see Figure 5-2 & Figure 5-3: Box 2.2).

As LGBT+ campus climates were comparatively better across UK HEIs, UK LGBT+ students described developing a general sense of comfort and pride in their LGBT+ identities within their HEIs (see quotes from Harry, Miko in Theme 2, Subtheme 2). Whereas PH LGBT+ students typically described their identity development experience in terms of *at least* being able to safely explore their LGBT+ identities in selected campus spaces. In some cases, particularly in secular PH HEIs where LGBT+ campus climates are comparatively better, PH LGBT+ students described developing acceptance of their LGBT+ identities (see quotes from Anna, Dan, David in Theme 2, Subtheme 2). In brief, PH LGBT+ students generally described processes related to early/exploratory stages of LGBT+ identity development, while UK LGBT+ students described processes related to the culminating stages of LGBT+ identity development. In other words, participants' experiences of identity development and habitus-fit differed depending on their national and institutional contexts. LGBT+ students who found themselves in more positive socio-political environments were more likely to feel comfortable about being LGBT+ and thus experienced feelings of LGBT+ 'identity acceptance' and/or 'identity pride' (Cass, 1984). While those who were in less LGBT+ affirmative contexts felt less comfortable about their LGBT+ identities and were thus more likely to only experience aspects LGBT+ 'identity tolerance' (Cass, 1984).

Integrating key points from Themes 1 and 2, Theme 3 highlights the salience of social identity in the interaction between individuals and their environment (see Figure 5-2 & Figure 5-3: solid red arrows). Specifically, participants' sentiments highlight the importance of institutionally recognising LGBT+ social identities in order to create more positive LGBT+ campus climates. Relating back to Theme 1 as an overarching theme, the difference between UK and PH LGBT+ students' specific suggestions for improving LGBT+ campus climates reflected the progress toward LGBT+ equality in wider UK and PH society (see Figure 5-2 & Figure 5-3: connections between T1 and T3). Since LGBT+ equality has better progressed in UK society, as evidenced by the existence of LGBT+ inclusive legislation, UK LGBT+ students' suggestions for improving campus climates emphasised *advancing existing* LGBT+ inclusive policies and programmes by improving provisions for trans and LGBT+ POC across HEIs (see Figure 5-2: Boxes 3.1, 3.2, 3.3). Additionally, UK LGBT+ students particularly underscored the need to

improve the visibility and communication of such provisions since these already exist across UK HEIs. In contrast, since LGBT+ equality has progressed less in PH society, as evidenced by the lack of LGBT+ inclusive legislation, PH LGBT+ students' suggestions focused on the need for *basic* provisions such as having institutionally recognised LGBT+ student groups, LGBT+ inclusive policies and programmes, since these are typically non-existent across PH HEIs, especially in religious HEIs (see Figure 5-3: Boxes 3.1, 3.2, 3.3). In sum, participants' suggestions for improving LGBT+ campus climates were influenced by the group-level 'minority coping' resources available within their socio-political contexts (Meyer, 2003, 2015).

5.5 Summary of results

Overall, qualitative results highlight how national and institutional contexts can impact campus climates. By reflecting the LGBT+ socio-political context HEIs are situated in, current LGBT+ campus climates promote both growth and regression among UK and PH LGBT+ students.

Notably, cross-country comparison of UK and PH LGBT+ students' experiences suggest the felt impact of LGBT+ socio-political contexts. In line with the less progressive LGBT+ socio-political context in the Philippines, growth for PH LGBT+ students revolved around the initial stages of developing their LGBT+ identities, sense of community, and advocacy. On the other hand, growth for UK LGBT+ students emphasised cultivating pride in their LGBT+ identities, developing friendships, and contributing to advocacy. Across both national contexts, the presence of LGBT+ inclusive student groups functioned as an effective way of fostering LGBT+ students' sense of belonging and habitus-fit within their universities by signalling formal recognition and acceptance of LGBT+ social identities. Echoing the state of LGBT+ equality legislation in each country, an initial call to develop basic LGBT+ policies, programmes, and awareness is suggested for improving LGBT+ campus climates across PH HEIs. In contrast, since these areas are more developed in UK HEIs, a more complex call to implement intersectional LGBT+ policies, programmes, and sensitivity is needed to improve UK LGBT+ campus climates, especially for trans and LGBT+ POC students.

A more detailed discussion of the contextual nuances illuminated by Phase 2 results in relation to quantitative (Phase 1) and content analysis (Phase 3) results, existing LGBT+ campus climate studies such as the works of Blumenfeld et al. (2016) and Vaccaro (2012) whose findings we extend to different national (UK and PH) and institutional (secular and religious HEIs) contexts, and relevant concepts from the theories discussed in Chapter 1 will be elucidated in Chapter 7. For instance, the differential impact and manifestations of distal and proximal minority stressors and minority coping resources on UK and PH LGBT+ students' well-being (MSM; Meyer, 2003) will be discussed in relation to our Phase 2 qualitative findings. The different ways of validating LGBT+ social identities in order to foster UK and PH LGBT+ students' sense of belonging and fit within their HEIs ('field theory' - Bourdieu, 1986, 1993; SIT - Tajfel & Turner, 1979, 2004), context-specific implications, and recommendations for improving LGBT+ campus climates will also be expounded in the Discussion.

This thesis has thus far offered an empirical evidence base of quantitative findings, which suggest the relevance of campus climates for LGBT+ student outcomes; and qualitative findings which further offer insight into how campus climates directly impact LGBT+ students. However, both of these primary datasets stem from 'subjective' individual experiences of campus climate from students themselves. The next phase considers secondary data offering a more 'objective' top-down view of how HEIs represent LGBT+ inclusion in the public-facing sphere of their websites.

Chapter 6 Content Analysis Results (Phase 3)

In line with the project's objective of providing a fuller understanding of LGBT+ campus climates, Phase 3 builds on Phase 1-2 results (see Figure 3-1) and extends the investigation of LGBT+ campus climates from 'physical' campus climates to 'digital' campus climates. The digital environment is a key space for LGBT+ people because it can provide them with support and resources while maintaining their anonymity (McKinley et al., 2014; Schenk Martin et al., 2019; Simms et al., 2021). Moreover, given the shift to remote learning as a result of the COVID-19 pandemic, exploring LGBT+ digital campus climates is timely and relevant.

Thus, Phase 3 provides an overview of the current digital campus climate for LGBT+ students in UK and PH HE by addressing the following research questions:

1. What do university websites suggest about the digital campus climate for UK and PH LGBT+ university students?
2. How are LGBT+ identities and issues presented in UK and PH university-related webpages?
3. What LGBT+ policies and resources are available and accessible to UK and PH LGBT+ university students?

Using a comparative case study approach and content analysis of UK and PH university-related webpages, Phase 3 substantiates and supplements recommendations suggested in previous phases by: (1) exploring how university websites contribute to LGBT+ social identity belonging; (2) recognising best practices of universities with better practice toward LGBT+ inclusion in contrast to HEIs with weaker practice toward LGBT+ inclusion; (3) assessing the availability and visibility of existing LGBT+ policies and resources; and (4) identifying what is lacking in existing LGBT+ policies, programmes, and resources.

Section 6.1 describes the analytical process by discussing the context and unit of analysis, and analytical construct.

Section 6.2 presents the quantitative results accompanied by brief profiles of purposively selected HEIs: UK HEI 1 (better practice toward LGBT+ inclusion UK HEI), UK HEI 2 (weaker practice toward LGBT+ inclusion UK HEI), PH HEI 1 (better practice toward LGBT+ inclusion PH HEI), PH HEI 2 (weaker practice toward LGBT+ inclusion PH HEI).

Section 6.3 presents the qualitative themes that were found in UK and PH university-related webpages.

6.1 Analytical process

A total of 116 unique and relevant webpages from purposively selected UK and PH HEIs - UK HEI 1 (better practice toward LGBT+ inclusion UK HEI), UK HEI 2 (weaker practice toward LGBT+ inclusion UK HEI), PH HEI 1 (better practice toward LGBT+ inclusion PH HEI), PH HEI 2 (weaker practice toward LGBT+ inclusion PH HEI) served as the unit of analysis.

Webpages were analysed with the following contexts in mind:

(1) General context of a cis-heteronormative society where anti-LGBT+ prejudice, particularly in its modern form, persists;

(2) Specific context of the UK as a comparatively more progressive setting in terms of LGBT+ inclusive legislation, but where modern anti-LGBT+ prejudice, particularly toward trans and LGBT+ people of colour, remains prominent (see Phase 2 results);

(3) Specific context of the Philippines as a more conservative setting where traditional and modern anti-LGBT+ prejudice remain salient as a result of the strong influence of the Catholic Church (UNDP-USAID, 2014; see also Phase 1 ANOVA results).

(4) Presence/absence of LGBT+ inclusive legislation in each national context.

With these contexts in mind, alongside findings of previous LGBT+ campus climate studies (e.g. physical LGBT+ campus climate: Phase 1, Phase 2; digital campus climate: Schenk Martin et al., 2019; Taylor et al., 2018), the following

general analytical construct was established and utilised as a guiding framework in addressing Phase 3 research questions:

The availability of LGBT+ related content in university websites will reflect the socio-political (cis-heteronormative) context each HEI is situated in.

Quantitative ratings were processed using frequency analysis and qualitative themes were processed using framework analysis.

6.2 Quantitative results

This section presents results of the quantitative content analysis of purposively selected UK and PH university-related webpages. It begins with brief case study profiles highlighting areas for improvement and best practices toward LGBT+ inclusion based on the 116 unique and relevant purposively selected UK and PH university-related webpages (Section 6.2.1) and concludes with a synthesis of the overall digital LGBT+ campus climate in UK and PH HE based on frequency analysis, checklist scores, and intersectional¹³ inclusion ratings (Section 6.2.2).

On the whole, quantitative results indicate that digital LGBT+ campus climates vary across UK and PH HEIs. Specifically, quantitative cross-case comparisons show that UK HEI websites provide more explicit information about LGBT+ inclusive provisions across their university group, programmes, and policy webpages than PH HEI websites. However, regardless of national context, quantitative content analysis of purposively selected UK and PH university-related webpages suggest that improving the visibility, accessibility, and intersectionality of available LGBT+ support infrastructures across UK and PH HEI webpages is needed for better digital LGBT+ campus climates (Figure 6-1).

¹³ Intersectional ratings were included in Phase 3 based on Phase 2 results

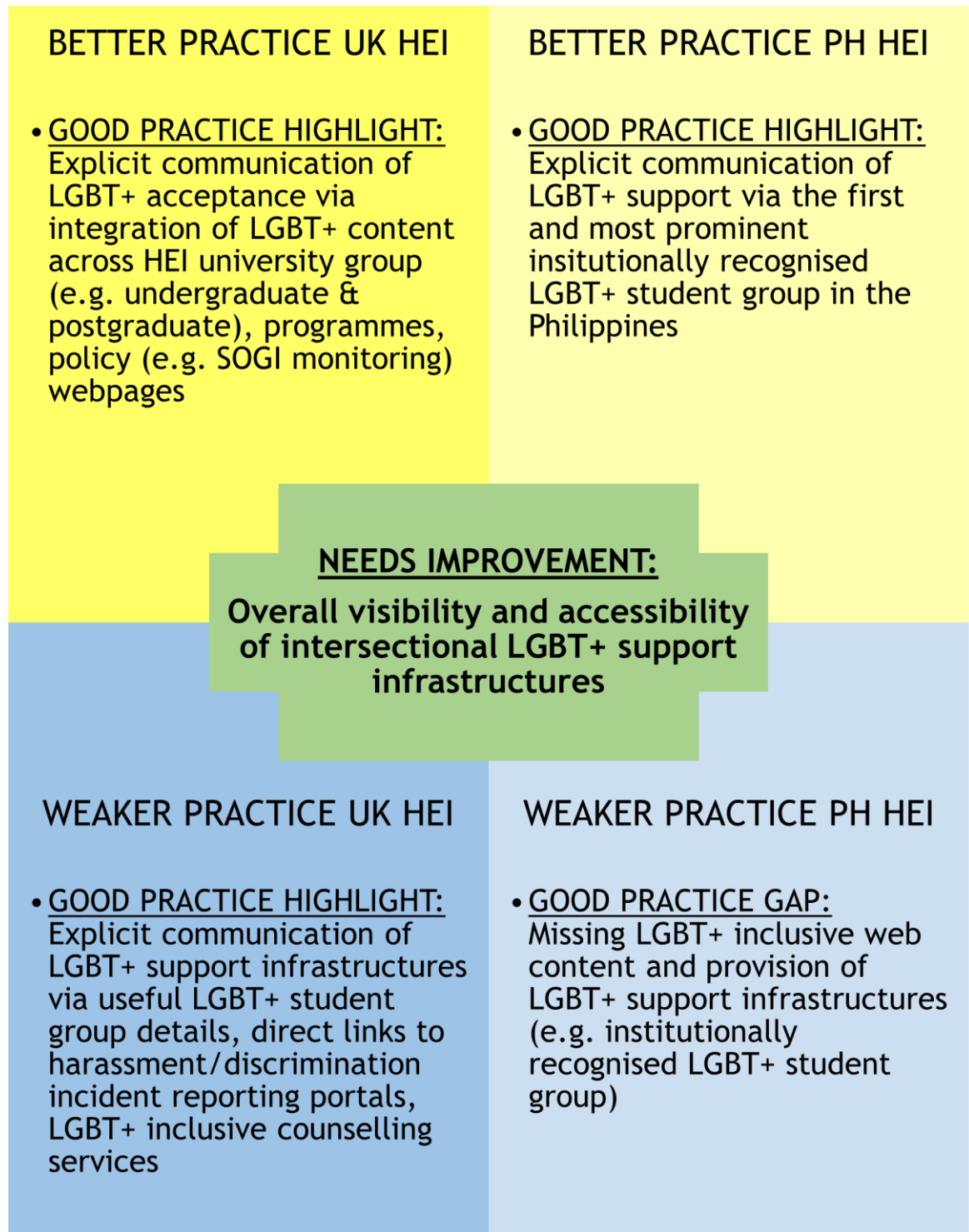


Figure 6-1 Phase 3 quantitative summary. Summary of best practice highlights and gaps based on quantitative ratings, checklist scores, frequency analysis of purposively selected UK and PH university-related webpages. There were no good practice highlights identified for the weaker practice PH HEI.

6.2.1 HEI case study profiles of better/weaker practice toward LGBT+ inclusion

6.2.1.1 UK HEI 1: Better practice toward LGBT+ inclusion

UK HEI 1 produced the highest number of unique and relevant webpage results (44; see Table 7-16). Majority (68%) of these hits came from the HEI's own website search; the top search result categories from the website search were news snippet/feature (18%), closely followed by information for students (16%) and general information (14%) (see Table 6-1).

Table 6-1 UK HEI 1 frequency table summarising the unique and relevant search results hits for the better practice UK HEI

Category	HEI website	Google
Academic article	5 (11%)	-
Event advert	5 (11%)	-
General information	6 (14%)*	4 (19%)**
Information for staff	1 (2%)	-
Information for students	7 (16%)**	-
News snippet/feature	8 (18%)***	6 (29%)***
Official university form/document	-	1 (5%)
Policy document	3 (7%)	4 (19%)**
Research advert	-	1 (5%)
Staff profile	3 (7%)	-
Student profile	4 (9%)	1 (5%)
University group profile	2 (5%)	1 (5%)
University group website/page	-	3 (14%)*
Total per search type (% out of 60)	44 (68%)	21 (32%)
Overall total (% out of 120)	65 (54%)	

Note.

Search terms used:

LGBTQ, LGBT, Sexual orientation, Gender neutral, Transgender, Homosexual

Only unique results were tallied: duplicate results for search terms and between the HEI website and Google searches were only counted once

Only relevant results were tallied (based on Phase 3 research questions): indirectly relevant result hits were removed (e.g. hits for other HEIs, inaccurate keyword hits, broken links)

****top 1 search result, **top 2 search results, *top 3 search result*

As the case study for better practice toward LGBT+ inclusion in UK HE, UK HEI 1 seems comfortable communicating LGBT+ acceptance and support via their LGBT+ university group, programmes, and policy webpages (e.g. news features on being named as “one of the best in Britain for lesbian, gay and bisexual

students” and LGBT+ student group being shortlisted for the Equality Network’s LGBTI Award for “student group of the year”).

In line with the more progressive LGBT+ socio-political context of the UK, UK HEI 1 received the highest ratings across majority of the evaluation criteria (see Table 6-6 and 7.13.2). Notably, UK HEI 1 scored the highest (5 out of 6) among all HEIs in terms of providing LGBT+ representation in LGBT+ student groups (see Table 7-23). Based on the webpages reviewed, it was the only HEI that explicitly had a separate LGBT+ group for postgraduate students. UK HEI 1 also received the highest checklist and rating scores for available LGBT+ policies and procedures (see Table 7-24 and Table 7-21). Based on the webpages reviewed, they were the only HEI that explicitly monitored student SOGI information. LGBT+ programmes and services is the only category UK HEI 1 came second in (3 out of 4; see Table 7-25). Although UK HEI 1’s website signposts LGBT+ specific support resources, including their own LGBTQ+ honorary chaplain, none of their webpages explicitly mention provision of LGBT+ inclusive counselling and health services within the university.

In brief, best practice take-away points from UK HEI 1 include clear communication of LGBT+ acceptance via solid integration of LGBT+ content across their webpages (see Table 7-16, Table 6-1); having LGBT+ groups that each cater to undergraduate and postgraduate LGBT+ students (see Table 7-23); and implementing explicit monitoring of SOGI information (see Table 7-24). Areas for improvement to be considered include better visibility, accessibility, and intersectionality of LGBT+ webpages (see Table 6-5); provision of intersectional LGBT+ support infrastructures and LGBT+ specific health and counselling services (see Table 6-6).

6.2.1.2 UK HEI 2: Weaker practice toward LGBT+ inclusion

UK HEI 2 produced the second highest number of unique and relevant webpage results (36; see Table 7-16). Similar to UK HEI 1, majority (72%) of these hits came from the HEI’s own website search; the top search result categories from the website search were academic articles (51%), followed by general information (19%), and news snippet/feature (19%) (see Table 6-2).

Table 6-2 UK HEI 2 frequency table summarising the unique and relevant search results hits for the weaker practice UK HEI

Category	HEI website	Google
Academic article	27 (51%)***	1 (5%)
General information	10 (19%)**	4 (19%)**
Google result for videos	-	1 (5%)
Information for staff	1 (2%)	-
Information for students	1 (2%)	2 (10%)*
News snippet/feature	10 (19%)**	6 (29%)***
Policy document	1 (2%)	1 (5%)
Post on student forum website (external)	-	2 (10%)
Post on HEI's social media page	-	1 (5%)
Staff profile	1 (2%)	-
Student profile	1 (2%)	-
University group profile	1 (2%)	1 (5%)
University group website/page	-	2 (10%)*
Total per search type (% out of 60)	53 (72%)	21 (28%)
Overall total (% out of 120)	74 (62%)	

Note.

Search terms used:

LGBTQ, LGBT, Sexual orientation, Gender neutral, Transgender, Homosexual

Only unique results were tallied: duplicate results for search terms and between the HEI website and Google searches were only counted once

Only relevant results were tallied (based on Phase 3 research questions): indirectly relevant result hits were removed (e.g. hits for other HEIs, inaccurate keyword hits, broken links)

****top 1 search result, **top 2 search results, *top 3 search result*

As the case study for weaker practice toward LGBT+ inclusion in UK HE, UK HEI 2's webpages give the impression that the HEI is comfortable acknowledging LGBT+ identities and issues; however, in contrast to UK HEI 1, inclusion of LGBT+ identities and issues in UK HEI 2's webpages were frequently presented within an academic context (e.g. LGBT+ related research articles and presentations).

Reflecting the more progressive LGBT+ socio-political context of the UK, UK HEI 2 received the second highest rating across majority of the evaluation criteria (see Table 6-6 and 7.13.2). UK HEI 2 was rated second to UK HEI 1 for LGBT+ representation in student groups since their webpages lacked information for LGBT+ postgraduate students (see Table 7-23). However, it is worth noting that the information they provided for LGBT+ undergraduate students was rated as the most useful among all HEIs (see Table 7-20). Likewise, although they ranked second in available LGBT+ policies and procedures (see Table 7-24 and Table 7-21), UK HEI 2 was the only HEI that provided direct links to an incident

reporting portal for anti-LGBT+ discrimination (see Table 7-24). UK HEI 2 also received the highest checklist score (4 out of 4) for LGBT+ programmes and services (see Table 7-25). Based on the webpages reviewed, they were the only HEI that explicitly provided information on LGBT+ inclusive counselling services. However, UK HEI 2's website only mentioned drop-in support and advice services for trans and nonbinary students; it is unclear whether the same provisions are available to LGB+ students.

Overall, the best practice highlight for UK HEI 2 emphasises the importance providing clear, accessible, and useful information about available LGBT+ support infrastructures across HEI webpages. Areas for improvement to be considered revolve around more diversified LGBT+ content - e.g. presenting intersectional and LGBT+ affirmative information beyond an academic/research context; see Table 7-17 to Table 7-19).

6.2.1.3 PH HEI 1: Better practice toward LGBT+ inclusion

PH HEI 1 produced the third highest number of unique and relevant webpage results (21; see Table 7-16). In contrast to the UK HEIs, majority (63%) of these hits came from Google search rather than the HEI's own website; the top search result categories from the Google search were news snippet/feature (64%), followed by policy document (21%), general information/event advert (7%) (see Table 6-3).

Table 6-3 PH HEI 1 frequency table summarising the unique and relevant search results hits for the better practice PH HEI

Category	HEI website	Google
Academic article	-	4 (17%)*
Country report	-	5 (21%)**
Event advert	1 (7%)*	-
General information	1 (7%)*	-
News snippet/feature	9 (64%***)	6 (25%***)
Policy document	3 (21%)**	-
Post on HEI's social media page	-	2 (8%)
Staff profile	-	2 (8%)
University group profile	-	2 (8%)
Wikipedia page	-	3 (13%)
Total per search type (% out of 60)	14 (37%)	24 (63%)
Overall total (% out of 120)	38 (32%)	

Note.

Search terms used:

LGBTQ, LGBT, Sexual orientation, Gender neutral, Transgender, Homosexual

Only unique results were tallied: duplicate results for search terms and between the HEI website and Google searches were only counted once

Only relevant results were tallied (based on Phase 3 research questions): indirectly relevant result hits were removed (e.g. hits for other HEIs, inaccurate keyword hits, broken links)

****top 1 search result, **top 2 search results, *top 3 search result*

As the case study for better practice toward LGBT+ inclusion in PH HE, its webpages present PH HEI 1 as a progressive and liberal HEI within the PH national context (e.g. home of the first and most prominent LGBT+ student group in the Philippines).

Overall, PH HEI 1 received the third highest ratings across majority of the evaluation criteria (see Table 6-6, 7.13.2). Reflecting the less progressive LGBT+ socio-political context of the Philippines, when it comes to LGBT+ representation in student groups, PH HEI 1 only met the bare minimum of having an institutionally recognised LGBT+ student group (see Table 7-23). Likewise, in terms of available LGBT+ policies and procedures, PH HEI 1 only scored 4 out of 6 because they lacked a preferred name policy for trans students and failed to monitor SOGI information (see Table 7-24). However, similar to its better practice counterpart in the UK, when it comes to available LGBT+ programmes and services, it is unclear whether PH HEI 1 provides LGBT+ inclusive counselling and health services within the university (see Table 7-22 and Table 7-25).

In general, the best practice take-away point and areas for improvement from PH HEI 1 highlight the importance of supporting intersectional LGBT+ university groups, developing intersectional LGBT+ inclusive policies and programmes (see Table 6-5, 7.13.3), and clearly integrating LGBT+ content across HEI webpages (see Table 7-16).

6.2.1.4 PH HEI 2: Weaker practice toward LGBT+ inclusion

PH HEI 2 produced the lowest number of unique and relevant webpage results (15; see Table 7-16). Similar to PH HEI 1, majority (89%) of these hits came from Google search rather than the HEI's own website; the top search result categories from the Google search were news snippet/feature (59%) and country report (18%) (see Table 6-4).

Table 6-4 PH HEI 2 frequency table summarising the unique and relevant search results hits for the weaker practice PH HEI

Category	HEI website	Google
Academic article	-	1 (6%)*
Country report	-	3 (18%)**
Google result for images	-	1 (6%)*
News snippet/feature	1 (50%***)	10 (59%***)
Policy document	-	1 (6%)*
Staff profile	1 (50%***)	-
Wikipedia page	-	1 (6%)*
Total per search type (% out of 60)	2 (11%)	17 (89%)
Overall total (% out of 120)		19 (16%)

Note.

Search terms used:

LGBTQ, LGBT, Sexual orientation, Gender neutral, Transgender, Homosexual

Only unique results were tallied: duplicate results for search terms and between the HEI website and Google searches were only counted once

Only relevant results were tallied (based on Phase 3 research questions): indirectly relevant result hits were removed (e.g. hits for other HEIs, inaccurate keyword hits, broken links)

****top 1 search result, **top 2 search results, *top 3 search result*

In general, PH HEI 2's webpages give the impression that the HEI values its reputation as a Catholic university in the Philippines, even if this means being perceived as anti-LGBT+ (e.g. not recognising LGBT+ student groups, lack of LGBT+ programmes/services, banning cross-dressing).

As the case study for weaker practice toward LGBT+ inclusion in PH HE, PH HEI 2 received the poorest ratings across all evaluation criteria (see Table 6-6, 7.13.2). All three PH coders agreed that it was very difficult to find relevant LGBT+ information across its website and the few LGBT+ related content that was available were rated as rejecting/stigmatising of LGBT+ identities. Reflecting the less progressive LGBT+ socio-political context of the Philippines, PH HEI 2 scored zero for LGBT+ representation in student groups and LGBT+ programmes and services since they had no recognised LGBT+ student group or any LGBT+ support infrastructures in place. Likewise, reflecting the LGBT+ socio-political climate in more conservative-religious institutions, PH HEI 2 received a *negative* score for LGBT+ policies and procedures (see Table 7-24), since they not only lacked LGBT+ inclusive policies but had policies that were interpreted as discriminatory toward LGBT+ students (see also 6.3.1.2.2).

Overall, areas for improvement for PH HEI 2 underscore the importance of explicitly integrating and providing intersectional LGBT+ inclusive content and support infrastructures across HEI webpages.

6.2.2 Synthesis

Quantitative content analysis of purposively selected UK and PH university-related webpages provided a more objective assessment of the availability and visibility of existing LGBT+ support infrastructures in UK and PH HEIs. Overall, frequency analysis, checklist scores, and intersectional inclusion ratings highlight how digital LGBT+ campus climates vary across HEIs (see Table 6-5, Table 6-6).

Table 6-5 Overall LGBT+ digital campus climate ratings for each HEI

University	LGBT+ digital campus climate	Accessibility of LGBT+ information	Clarity of LGBT+ information	LGBT+ images	Recognition of intersectionality
UK HEI 1	Positive	3.50	3.67	3.00	Mixed
UK HEI 2	Neutral-Positive	3.50	3.83	3.25	Mixed
PH HEI 1	Neutral-Positive	2.67	3.33	2.67	Mixed
PH HEI 2	Negative	1.00	1.67	1.33	None

Note.

Based on 3 UK coders, 3 PH coders; 1-5 Likert scale (higher score = higher rating)

HEI 1 = Better practice toward LGBT+ inclusion

HEI 2 = Weaker practice toward LGBT+ inclusion

Table 6-6 Checklist score summary

	Better practice UK	Weaker practice UK	Better practice PH	Weaker practice PH
LGBT+ student groups (out of 6)	5	3	1	0
LGBT+ policies (out of 6)	6	5	4	-2
LGBT+ programmes and services (out of 4)	3	4	3	0
TOTAL (out of 16)	14	12	8	-2

Note. Weaker practice PH HEI received negative points due to the presence of anti-LGBT+ policies (see Table 7-24 Checklist for LGBT+ policies)

Frequency analysis showed that most of the content found in LGBT+ university group webpages were perceived as being overtly affirming of LGBT+ identities (see Table 7-17, 6.3.1.1.1). On the other hand, LGBT+ policy webpages were perceived as being more neutral (see Table 7-19, 6.3.1.1.3); while LGBT+ programme webpages seemed more in-between neutral and positive (see Table 7-18, 6.3.1.1.2).

Reflecting the presence/absence of LGBT+ inclusive legislation in each national context, detailed checklists show that the gap between UK and PH HEIs is most apparent in LGBT+ policies (Table 7-24). Likewise, in line with the more progressive LGBT+ socio-political context of the UK, it appears that UK HEIs have more comprehensive LGBT+ student group provisions than PH HEIs (Table 7-23).

On the whole, UK HEIs were collectively rated as having more positive LGBT+ digital campus climates than PH HEIs as they provided more explicit information about LGBT+ support infrastructures across their university group, programmes,

and policy webpages than PH HEIs (see Table 6-5, Table 6-6, 7.13.2). However, recognition of intersectionality via text and images across HEI webpages received mixed ratings as majority of coders noted that the intersection of SOGI with other categories of social marginalisation (e.g. race/ethnicity, socio-economic status, religion, disability) was not explicitly recognised across university webpages.

Thus, echoing Phase 2 results on the lack of intersectionality in LGBT+ university groups, policies, and programmes, Phase 3 quantitative content analysis results suggest that providing more accessible and intersectional LGBT+ support infrastructures is still needed to improve digital LGBT+ campus climates across UK and PH HEIs. The qualitative results presented in the next section supplements these findings and provides a fuller understanding of digital LGBT+ campus climates by exploring *how* LGBT+ content is presented in UK and PH university-related webpages.

6.3 Qualitative results

This section presents results of the qualitative content analysis of purposively selected UK and PH university-related webpages.

Framework analysis based on the steps outlined by Gale and colleagues (2013) and Iliffe and colleagues (2015) was used to process the content themes coders identified. We selected framework analysis due to its highly systematic yet flexible approach to thematic (qualitative content) analysis of large datasets (Gale et al., 2013). The following stages were adapted iteratively during analysis: (1) identifying/applying a thematic framework, (2) familiarisation, (3) indexing, (4) charting, and (5) interpretation.

Coders used the thematic framework developed from the general analytical construct - *The availability of LGBT+ related content in university websites will reflect the socio-political (cis-heteronormative) context each HEI is situated in*, Phase 1-2 results, and Phase 3 research questions as a guide during coding (Stage 1: identifying/applying a thematic framework). For reference, the Coding Sheet included examples of possible themes (e.g. ‘identities’, ‘tone’, ‘issues’; see [Phase 3 coding sheet - anonymised](#)).

After initial coding, the primary researcher reviewed the content themes each coder identified in their Coding Sheet (Stage 2: familiarisation). Afterwards, the primary researcher consolidated the identified content themes into an Excel spreadsheet (Stage 3-4: indexing and charting). Consolidated codes were revised for typographical errors/spelling consistency so that relevant codes only appeared once (e.g. 'tone - marginalization' and 'tone - marginalisation' were combined into one code). Next, extracts of similar codes were reviewed and relevant codes were merged accordingly to reduce the overall number of codes (e.g. 'information - support for trans' and 'information - trans support, resources' were recoded as 'trans support'; 'issues - awareness', 'identities - awareness', 'information - awareness' were combined, deleted, or recoded).

To facilitate comparisons, the primary researcher filtered and sorted consolidated codes into separate sheets based on (1) content type (text, image), (2) country (UK, PH), (3) HEI type (better/weaker practice toward LGBT+ inclusion), (4) evaluation category (LGBT+ university groups, LGBT+ programmes/services, LGBT+ policies). Candidate themes were developed and refined by the primary researcher through iteratively reviewing each sheet along with the consolidated sheet and discussions with PhD supervisors (Stage 5: interpretation).

Three themes described the digital campus climate for UK and PH LGBT+ students (Table 6-7). Theme 1 highlights the positive LGBT+ campus climate perceptions university-related webpages seem to project; Theme 2 explores the potential dissonance between the LGBT+ positive public perceptions university-related webpages want to create and HEIs' implicit views about LGBT+ identities; while Theme 3 draws attention to what LGBT+ topics/issues university-related webpages focus on and what this suggests for improving LGBT+ support provisions in HE.

Table 6-7 Summary of Phase 3 qualitative themes

Theme 1	Description	
PERCEPTIONS OF ACCEPTANCE AND INCLUSION: “We welcome you and we want to support you”	HEIs promote positive LGBT+ campus climate perceptions through the content they provide in LGBT+ university group, LGBT+ programmes/services, and LGBT+ policy university-related webpages	
<i>Subcategories</i>	<i>Description</i>	<i>Sample webpage extract</i>
LGBT+ university groups	Communicating LGBT+ acceptance via representation and validation of LGBT+ identities across LGBT+ student group webpages	[LGBT+ student group] is a safe and welcoming place for all students that identify as LGBTQ+, or are questioning their identity, as well as their friends. <i>(Better practice UK HEI)</i>
LGBT+ programmes/services	Promotion of LGBT+ inclusion by advertising available LGBT+ related events and support services across LGBT+ programme webpages	The LGBT+ community is thriving here at [University], thanks to the safe and supportive environment that has been created on campus...We have a number of support groups and services for LGBTQ+ students, including an LGBT+ group which provides support, advice and events for students and staff throughout the year. <i>(Weaker practice UK HEI)</i>
LGBT+ policies	Formal endorsement of LGBT+ inclusion via equality and diversity statements across LGBT+ policy webpages	In line with the University’s Admissions Policy, applications are welcomed from students irrespective of race, colour, nationality, ethnic origin, gender, marital status, disability, religious or political beliefs, age, sexual orientation or socioeconomic background. <i>(Weaker practice UK HEI)</i>

Theme 2	Description	
ATTITUDES OF TOLERANCE AND SYMPATHY: “We will try to support you because we have to”	Critical investigation of university-related webpages reveal evidence of anti-LGBT+ prejudice and some inconsistencies between the public LGBT+ stance HEIs promote and their implicit views about LGBT+ identities	
<i>Subcategories</i>	<i>Description</i>	<i>Sample webpage extract</i>
Modern anti-LGBT+ prejudice	Subtle manifestations of modern anti-LGBT+ prejudice found in UK HEIs and the better practice PH HEI university-related webpages (e.g. <i>non-inclusive language</i>)	"The University shall show no discrimination against any person in determining whether <i>he/she</i> is to be admitted as a Member of the University..." This means that the University is committed to actively opposing all forms of discrimination faced by Black and minority ethnic groups, women, lesbians, gay men, bisexuals, <i>transgendered</i> people... (<i>Weaker practice UK HEI</i>)
Traditional anti-LGBT+ prejudice	Overt manifestations of traditional anti-LGBT+ prejudice found in the weaker practice PH HEI university-related webpages (e.g. <i>anti-LGBT+ policies</i>)	A Catholic university in the Philippines has announced a new policy which <i>bans same-sex relationships and cross-dressing</i> . The new policy states that students who break these rules face “Non-Readmission, Exclusion or Expulsion”. (<i>Weaker practice PH HEI</i>)

Theme 3	Description	
LEARN FROM EXPERIENCES: “We purposely focus on some experiences and probably inadvertently neglect others”	University-related webpages noticeably focus on ‘typical’ LGBT+ content that reflects the socio-political environment HEIs are situated in. Critical examination of what HEI websites focus on may be indicative of potential areas for improvement in LGBT+ policies, programmes, resources.	
<i>Subcategories</i>	<i>Description</i>	<i>Sample webpage extract</i>
Focusing on ‘typical’ LGBT+ experiences	University-related webpages tend to feature ‘typical’ LGBT+ content that reflects the socio-political environment HEIs are situated in (e.g. salience of trans issues)	Dear all transgender, gender questioning and intersex students...I want you to know that you can email me at [e-mail address] with any queries or problems you have about being trans or intersex, and I will respond in a strictly confidential, non judgemental, non assuming manner. <i>(Better practice UK HEI)</i>
Neglecting ‘general PH’ and ‘intersectional UK’ LGBT+ experiences	PH HEI university-related webpages lack general LGBT+ content, while UK HEI university-related webpages lack intersectional LGBT+ content.	[Student group], a university-wide, unofficial organization, aims to spread awareness and acceptance for the [University] LGBT community...“There is absolutely no reason for [student group]’s existence to hurt the university’s reputation - again, it can only mean a much more positive representation for [University]”...[Student group] is hoping that through its establishment, LGBT discrimination in the campus will diminish. <i>(Weaker practice PH HEI)</i> [HEI staff] says some LGBTQ people of colour have felt unable to access these resources due to fear of stigma and backlash. <i>(Weaker practice UK HEI)</i>

6.3.1.1 Perceptions of acceptance and inclusion: “We welcome you and we want to support you”

“The LGBT+ community is thriving here at [University], thanks to the safe and supportive environment that has been created on campus...”

University-related webpages seemed to promote perceptions of LGBT+ acceptance and inclusion by advertising support infrastructures HEIs provide to LGBT+ students and staff. Official university webpages also projected messages of LGBT+ inclusion by incorporating LGBT+ related symbols such as the Pride flag and other rainbow-themed images:



Better practice PH HEI



Weaker practice UK HEI



Better practice UK HEI

In general, LGBT+ support infrastructures found across HEI webpages can be categorised according to (1) LGBT+ university groups, (2) LGBT+ programmes/services, (3) LGBT+ policies.

6.3.1.1.1 LGBT+ university groups

Strong messages of LGBT+ inclusion were overtly visible across LGBT+ university group webpages. These pages focused on validating *all* identities under the LGBT+ umbrella:

[University LGBT+ student group]...strives to keep the [University] a safe space for students who self-identify as lesbian, gay, bisexual, or transgender (LGBT). (Better practice PH HEI)

This group is for all [University] staff and postgraduate students who identify as lesbian, gay, bisexual or transgender (LGBT). Our + sign represents gender identities and sexual orientations not included in the term LGBT and ensures we will always be inclusive of everyone in our community. (Better practice UK HEI)

[University] Students' Union has an LGBT+ Association, which provides a student-led support network for every student who identifies as lesbian, gay, bisexual, transgender and/or any other identity...(Weaker practice UK HEI)

Reflecting the lack of LGBT+ inclusive legislation in the Philippines, PH HEI LGBT+ group webpages focused on advocating for LGBT+ rights and equality:

[University LGBT+ student group] envisions a world free from discrimination, where everyone can live peacefully regardless of one's sexual orientation and gender identity...The Organization is engaged in advocacies that protect the rights of the LGBT communities inside and out of the [University].

Whereas UK HEI LGBT+ group webpages primarily promoted available support programmes/services and social events:

Better practice UK HEI:

HELLO!

Hello, we're [redacted] University Lesbian, Gay, Bisexual, Trans, Queer Plus Students' Association, otherwise known as [redacted]. We are one of the larger societies here at [redacted] University, and with a three-pronged focus on socialising, welfare and campaigning, there is really something for everyone. We hold multiple events every week, from larger events every Wednesday night to smaller meet-ups during the week.

How To Join:

You can sign up to our mailing list by visiting the website below - this will make sure that you get our weekly email newsletter, telling you what events and activities we have going on each week. You can also follow us on social media.

W W W . [redacted] . C O M

Like This Page · 4 June 2019 · 🌐

Do you want to learn more about [redacted]? Looking to get involved with our society? See the infographic below for information about what we do, and how you can become a member!

[redacted] 14 others like this.

8 shares

Weaker practice UK HEI:

...We have a number of support groups and services for LGBTQ+ students, including an LGBT+ group which provides support, advice and events for students and staff throughout the year...As a group, we come together for regular meetings alongside socials and events on and off campus.

6.3.1.1.2 LGBT+ programmes/services

HEI webpages also featured LGBT+ programmes and services to create perceptions of LGBT+ inclusiveness. Compared to PH HEI webpages, UK HEI webpages advertised a wide range of available programmes such as academic discussions: “[University]’s Doctoral College was delighted to host its first ‘LGBT+ Research at [University]’ event...”; drop-in services: “Trans and Non-binary Support and Advice Service: 1-1 and group support sessions available...”; training sessions: “The Equality and Diversity Unit are hosting Stonewall Scotland for a staff ‘Lunch and Learn’ session on how to be an effective LGBT Ally”; and social events: “...to mark Transgender Day of Remembrance...We will

be raising the transgender flag...followed by a candlelight vigil...and afterwards an opportunity to socialise...”

In contrast, information found in PH HEI LGBT+ programme webpages seemed limited to academic-related events: “...a faculty member of the Department of Psychology, presented a research paper on the attitudes of cisgender Filipinos toward members of the LGBTQ community...” (Weaker practice PH HEI); “...[University center] held collaborative seminar workshops on gender sensitivity, sexual harassment, and VAW...” (Better practice PH HEI).

PH HEI webpages also seemed less explicit in demonstrating LGBT+ inclusion. Unlike UK HEIs who published dedicated LGBT+ support webpages, PH HEIs tend to ‘report’ facts or only mention LGBT+ related information in passing. For example, the first excerpt below from the better practice PH HEI’s newspaper *factually* gives an LGBT+ related update about the university’s chatbot; while in the second excerpt, the only LGBT+ related content appeared as a captioned photo within an article about the university’s recent graduation ceremony:

[Name], the EndCovBot, learns LGBT slang...[Name], the [University] COVID-19 Pandemic Response Team’s chatbot designed to talk to humans and answer questions related to COVID-19, is also in the process of “learning” different Philippine languages to be able to reach and converse with more Filipinos in an open and engaging way (Better practice PH HEI).

Captioned photo in a general article about the recent graduation ceremony (Better practice PH HEI):



The graduating students from the College of Arts and Letters (left photo) and the College of Law (right photo) celebrated LGBTQ Pride by flashing rainbow-colored umbrellas and souvenir programs, respectively, as their academic units were called. The [redacted] Commencement Exercises were held on the last day of LGBTQ Pride Month. (Left photo by [redacted])

Compared to LGBT+ university group pages (see 6.3.1.1.1), messages of LGBT+ acceptance and inclusion were communicated more neutrally in LGBT+ programme webpages since these pages heavily featured academic content (see also Table 7-17 to Table 7-19). In other words, support for LGBT+ identities was sometimes presented as an ‘objective’ empirical recommendation rather than an inherent institutional stance. For example, the following excerpt was posted on the better practice PH HEI’s Department of Psychology Facebook page. Although the post advocates the promotion of LGBT+ rights and well-being, the advocacy is framed within the context of defining the subfield of LGBT+ psychology; rather than as an advocacy that the Department explicitly holds:

LGBT+ psychology focuses on the lives and stories of LGBT+ individuals, families, and communities in order to bring to the forefront diverse identities, experiences, and relationships that have long been pushed to the margins. LGBT+ psychology exposes the stigma and prejudice faced by sexual and gender minorities and the costs of these experiences on the mental health of LGBT+ individuals; it also proposes ways to challenge such stigma in order to promote the rights and well-being of all, regardless of sexual orientation, gender identity, and gender expression (Better practice PH HEI)

Likewise, the next excerpt from the weaker practice UK HEI’s webpage calls for more trans-inclusive sporting policies. However, the recommendation was primarily presented as a research finding by one of the HEI’s PhD students. Moreover, the call for improving sporting policies was loosely phrased as coming from “academics”, rather than directly coming from the HEI itself:

The research team, which includes [student name], a PhD student within the [School], at [University], found that the majority of transgender sporting policies were discriminatory against transgender people, especially transgender males...Academics have called for a revision of the policies which restrict transgender men and women from competing in professional sporting events (Weaker practice UK HEI)

6.3.1.1.3 LGBT+ policies

More formal endorsements of LGBT+ inclusion was communicated in HEI policy webpages. For example, reflecting compliance with LGBT+ inclusive legislation in the UK, UK HEI webpages typically included general statements of non-discrimination against “protected characteristics” (Equality Act 2010). The first excerpt below was taken from the better practice UK HEI’s Equality and

Diversity policy re: Gender Reassignment and Internationalisation; while the second excerpt can be found on the weaker practice UK HEI's Equal Opportunities Code of Practice. Both excerpts make a *generic* commitment to providing a “*supportive environment*” that would be free from “*unlawful discrimination*” of legally protected characteristics such as sexual orientation and gender identity:

The [University] celebrates and values all its students, staff and visitors equally, and is committed to providing a supportive environment for trans staff and students. The University will not discriminate against people on the grounds of their gender identity or gender expression...[and] unreservedly upholds human rights with regard to sexual orientation and personal privacy...

[University] is committed to achieving equality for all those who learn and work here and wishes to develop a demonstrably fair and supportive environment which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transgender), marital or civil partnership status, disability, including mental health, sexual orientation, religion or belief, age, social class or offending background, pregnancy & maternity...

Apart from these generic non-discrimination statements, UK HEIs also published webpages dedicated to detailing their Equality and Diversity policies. However, these pages tend to include legal jargon like “*protected characteristics*”, which may not be easily understood by individuals unfamiliar with UK legislation and other legal terms: “[*University*] Charter paragraph 20: *The University shall show no discrimination against any person...in relation to any of the protected characteristics established in equalities legislation*” (Weaker practice UK HEI; see [Phase 3 webpage excerpts - anonymised](#) for additional excerpts).

In other words, although endorsing LGBT+ inclusive policies can generate perceptions of LGBT+ acceptance, the technicality of LGBT+ university policy webpages can be inaccessible to students (see 5.3.2). Unlike LGBT+ university group webpages, policy webpages may (un)intentionally come across as performative statements of inclusion, especially when they use outdated conventions (see *italics* below). For instance, the UK HEI excerpt uses gendered language and refers to trans people as “*transgendered*”:

The University shall show no discrimination against any person in determining whether *he/she* [emphasis added] is to be admitted as a Member of the University...the University is committed to actively opposing all forms of discrimination faced by Black and minority ethnic groups, women, lesbians, gay men, bisexuals, *transgendered* [emphasis added] people...(Weaker practice UK HEI)

While the PH HEI excerpt overlooks trans identities and refers to LGB people using biomedical language:

The organization is aware of the state of marginalization of *homosexuals* [emphasis added] in the university, in particular, and the country, in general, instituting activities aimed at fostering social acceptance of *homosexuals* [emphasis added]. The Organization aims to serve as the medium through which rights and welfare of *homosexual* [emphasis added] students are advanced and defended. (Better practice PH HEI)

Both external UK coders also commented on this “performative” aspect of formal policies in their feedback about LGBT+ policy webpages. That is, the technical language used to comply with legislation do not come across as genuine messages of inclusion because it makes policies hard to understand: “*Seems to want to appear supportive and affirming of LGBT+ identities and to use a rights-based approach to provision*” (UK coder 1 comment for Better practice UK HEI); “*Feels like they’re just complying with legislation (I would not want to be an LGBT+ student there)*” (UK coder 2 comment for Weaker practice UK HEI).

Given the lack of LGBT+ inclusive legislation in the Philippines, the better practice PH HEI showed formal support for LGBT+ inclusion by publicly endorsing the passage of national LGBT+ legislation (i.e. “Senate Bill No. 689,” 2019): “*All campuses of the [University] support the SOGIE Equality Bill, same-sex marriage, sex reassignment surgery, and other progressive LGBT issues*”.

Overall, this theme describes how UK and PH HEIs seek to promote perceptions of positive LGBT+ digital campus climates by communicating messages of LGBT+ acceptance and inclusion across university-related webpages. At best, LGBT+ university group webpages explicitly celebrate and welcome LGBT+ identities. At minimum, LGBT+ programme and policy webpages acknowledge LGBT+ students and staff as a sector they have an obligation to protect in line with empirical

findings and HE regulations. The next theme attempts to nuance these inconsistencies and contradictions by exploring the potential dissonance between the perceptions HEIs explicitly project and the institutional values/attitudes they implicitly hold.

6.3.1.2 Attitudes of tolerance and sympathy: “We will try to support you because we have to”

A more critical investigation of university-related webpages suggests a tension between what UK and PH HEIs want to project as their public stance toward LGBT+ issues and their implicit attitudes toward LGBT+ identities. Attitudes toward LGBT+ identities may manifest as overt ‘traditional’ prejudice or more subtle ‘modern’ prejudice. Reflecting the larger social environment for LGBT+ people in the UK and Philippines, although UK and PH HEIs seek to promote more positive LGBT+ campus climates, evidence for both forms of anti-LGBT+ prejudice were found across their webpages. Various excerpts demonstrating this are presented in the following sections: (1) modern anti-LGBT+ prejudice, (2) traditional anti-LGBT+ prejudice.

6.3.1.2.1 Modern anti-LGBT+ prejudice

At face value, the following excerpts from better practice HEIs arguably project LGBT+ awareness and sensitivity because they recognise various issues LGBT+ students may encounter: *“Coming to terms with identifying as LGBT (lesbian, gay, bi-sexual or transsexual)...You may feel rejected or isolated from your friends and family...confused or uncomfortable in your gender at birth...”* (Better practice UK HEI); *“The organization is aware of the state of marginalization of homosexuals in the university, in particular, and the country, in general, instituting activities aimed at fostering social acceptance of homosexuals...”* (Better practice PH HEI). However, these excerpts contain outdated terms such as *transsexual* and *homosexual*, which LGBT+ people may find offensive due to their biomedical connotations and exclusion of more diverse gender/sexual identities (e.g. nonbinary, transgender, bisexual, pansexual, asexual etc.).

Likewise, on the surface, the next excerpt from the weaker practice UK HEI’s description of their LGBT Association may seem LGBT+ affirmative because it

explicitly acknowledges LGBT+ identities: *“We are here to provide a support network for every student who identifies as Lesbian, Gay, Bisexual, Trans and any other denominations of sexuality and gender at [University]”* (Weaker practice UK HEI). However, upon closer reading, it uses questionable terminology such as *denomination* to refer to other LGBT+ identities as if being LGBT+ was a membership/affiliation rather than a personal/lived identity.

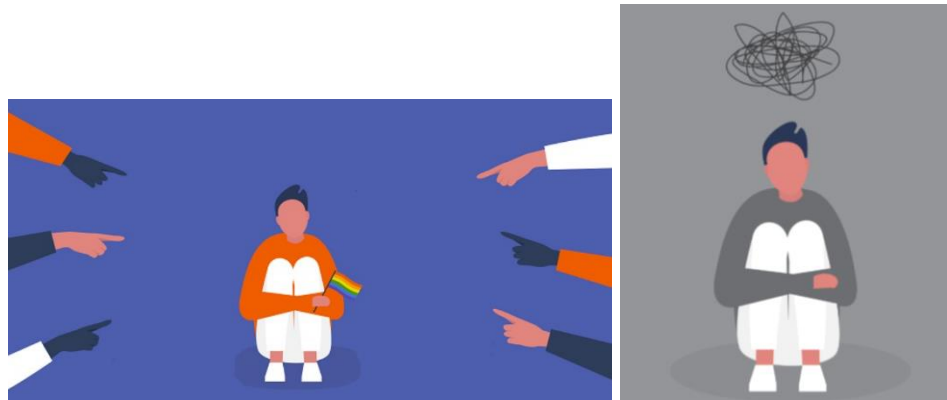
Another potential manifestation of modern anti-LGBT+ prejudice relates to UK and PH HEIs’ disproportionate coverage of negative LGBT+ issues across their webpages. In fact, coders commented on how webpages seemed “negative” and “miserable” as they focused exclusively on incidences of LGBT+ harassment (see also Table 7-17 to Table 7-19): *“...this was a pretty terrible article...[it’s] rehearsing some really unhelpful fears”* (UK coder 1).

For instance, LGBT+ university programmes and policies webpages provided detailed definitions of anti-LGBT+ discrimination:

LGBTQ discrimination and harassment can take several forms, from the non-recognition of one’s gender identity to the “classical” forms of stigmatization based on sexual orientation or gender identity, including exclusion from or ostracism by a group or organization, ridiculing and name-calling, bullying, violence and sexual assault...(Better practice PH HEI; see [Phase 3 webpage excerpts - anonymised](#) for additional excerpts)

While other LGBT+ news articles hosted on university webpages extensively discussed various forms of LGBT+ inequality and marginalisation: *“FEATURE: LGBTQ people have faced loneliness, job loss and hostility in the COVID-19 lockdown and for some communities it’s been a life or death situation”* (Weaker practice UK HEI); *“...Within each population...there are groups that are more vulnerable than others...persons with disabilities, marginalized persons such as members of the LGBT community...”* (Better practice PH HEI).

In fact, some webpages even included images that seem to depict LGBT+ people's experience of stigma and isolation:



Weaker practice UK HEI

Even supposedly affirmative LGBT+ university group and programme webpages that advertise provisions for LGBT+ students unavoidably referenced negative aspects of having an LGBT+ identity:

The group acts as a channel of communication where *issues affecting LGBT+ people can be raised* [emphasis added]...Even if you are not a member of the Network and wish to speak to someone confidentially and receive support/advice about any LGBT+ issues (this may include *any experiences of homophobic, biphobic and transphobic bullying and harassment*) [emphasis added] please do make contact. *Homophobic, biphobic and transphobic bullying and harassment* [emphasis added]...support is also available from the University's Respect Advisers Network...(Better practice UK HEI)

The tendency to frame support within the context of marginalisation crafts a mixed message. On the one hand, it validates LGBT+ students by letting them know there is available support for them. On the other hand, it perpetuates a narrative of persecution and fragility - i.e. having an LGBT+ identity puts one at risk and this is why support infrastructures are needed. Both coder comments and HEI webpage extracts illustrate this. For instance, one of the external UK coders expressed feeling discouraged by webpages that offer support but also promote expectations of LGBT+ problems and issues:

[The webpage] reeks of anticipated problems, issues, people treating you badly, you being unhappy with yourself. Unsure [about the tone of the webpage] - Honestly hard to tell. I mean, I think that offering

support can be helpful, but implying that help will be needed is a bit discouraging. (UK coder 1)

Reiterating this, the following excerpt from one of the weaker practice UK HEI's resources on LGBT+ identities signposts several support options but only after highlighting how one's coming out process can be *“very scary...and be a period of upheaval and uncertainty”*:

[University] seeks to offer a supportive environment to students of all sexual orientation and gender identity, and the Student Union is active in offering support to LGBT+ students and in challenging homophobic attitudes...*the decision to come out to yourself can still be a very scary one and can be a period of upheaval and uncertainty* [emphasis added]. If you want someone to talk to during this time, the University Counselling Team will be happy to help you as will the [University] LGBT Association in the Students Union...(Weaker practice UK HEI)

Overall, the disproportionate coverage of the negative LGBT+ issues across HEI webpages - even within pages that include LGBT+ support information - can make it seem like HEIs only support LGBT+ people because being LGBT+ is challenging. Moreover, recurring juxtaposition of LGBT+ support and anti-LGBT+ discrimination across HEI webpages raises the question whether HEIs provide LGBT+ support because they feel genuine concern for LGBT+ students or they just feel obligated to comply with a *“ticklist”* (see also 5.3.3). For example, even though the next excerpt from the better practice UK HEI's *“Information for LGBT+ students”* page projects LGBT+ awareness and support, the first paragraph 'promotes' the risks associated with being LGBT+ and then subtly places the onus on LGBT+ students to protect themselves from potential harm by providing vague and generic guidance, such as researching their destination thoroughly and identifying support services that can provide help, rather than offering explicit guidance and communicating that their home HEI can provide assistance in identifying support services in their host countries/HEIs:

Every country varies in its acceptance, awareness and understanding of the LGBT+ community, and *it is important for LGBT+ students to understand what type of environment they will be going to. The types of laws, policies, and organisations present in any country are huge factors in determining its social environment, so these are all things LGBT+ students should consider* [emphasis added] before studying abroad.

Research your destination thoroughly, and identify issues which may affect your experience studying there, *for example occurrences of homophobia*, [emphasis added] or failure to recognise same-sex marriage rights.

Identify support services that can provide help, should you need it [emphasis added]. For example, your host university may have a LGBTQ+ society, or a dedicated member of staff in their Student Services team. There may also be LGBTQ organisations in your destination country that you can join.

Overall, despite UK and PH HEIs' intentions to promote LGBT+ positive climates, subtle manifestations of modern anti-LGBT+ prejudice were found across UK HEIs' and the better practice PH HEI's webpages.

6.3.1.2.2 Traditional anti-LGBT+ prejudice

Reflecting the LGBT+ socio-political climate in more conservative settings, evidence of more overt 'traditional' anti-LGBT+ prejudice was found across the weaker practice PH HEI's webpages. As a traditionally conservative Catholic university, the weaker practice PH HEI's online handbook endorsed cis-heteronormative norms such as using binary gendered language (see [Phase 3 webpage excerpts - anonymised](#) for the full excerpt; see also Table 7-26): "*The University recognizes the right of the student to choose the program that he/she wants to pursue, provided he/she meets all the requirements for admission...*" and enforcing gendered dress codes: "*Male students are not allowed to sport long hair...wear earrings and other accessories ordinarily used by females...*"

The handbook goes on to explicitly prohibit cross-dressing, which is problematic for trans-identifying students: "*Crossdressing or wearing the clothes of the opposite sex is prohibited unless otherwise authorized for legitimate purpose (Ex. in a play)...only during the duration of the said activity*".

Although less explicit, the handbook also overlooks sexual orientation as a protected characteristic: "*With Christ at the center of my formation as a [University student], I am expected to demonstrate the following [University student] Graduate Attributes: ...Show respect for the human person, regardless of race, religion, age, and gender...*" and bans same-sex relationships:

...Students shall respect the essential identity of the [University] as a Catholic University...*They shall not engage in indecent or lewd conduct which is contrary to the mores of Catholic behavior and morality* [emphasis added].

The following offenses are punishable by Non-Readmission, Exclusion, or Expulsion:

Cohabiting without the benefit of marriage, or engaging in relationship contrary to the principles adhered to by the University and the teachings of the Catholic Church [emphasis added];

Unlike UK HEIs and the better practice PH HEI who appeared intent on promoting perceptions of LGBT+ acceptance across their webpages (see Theme 1), the weaker practice PH HEI's webpages suggest that PH HEI 2 prioritises protecting their identity as a Catholic institution. In fact, PH coders noted this in their feedback. In the comment below, the primary researcher described getting the impression that the weaker practice PH HEI prefers safeguarding their identity as a Catholic university even at the expense of being seen as an anti-LGBT+ institution (see also Table 7-26):

Overall, it seems important for [PH HEI 2] to project and protect their identity as [a Catholic university] even if this means being criticised as being prejudicial and discriminatory toward the LGBT+ community. The only LGBT+ related information available on the actual university webpage has to do with LGBT+ issues as a research topic/area for staff. (PH coder 3 - primary researcher)

Echoing this, one of the external PH coders described PH HEI 2's primary identity as that of a Catholic university that prioritises traditional/conservative values at the expense of LGBT+ students' freedom of speech and assembly:

[PH HEI 2] is primarily a Catholic academic institution with conservative values, prioritizing traditional values about gender and sexuality...The administration is concerned with protecting its academic and Catholic reputation, going so far as to censor their students' social media speech and limit their freedom of assembly...LGBT+ events and programs are actively discouraged (and even penalized). (PH coder 2)

Moreover, despite being criticised in various online forums and articles, the weaker practice PH HEI maintains their anti-LGBT+ policies and discourages LGBT+ affirmative messages across university-related platforms (see also

Chapter 5, Table 7-26, [Phase 3 webpage excerpts - anonymised](#) for additional excerpts):

On July 1, 2015, the university ordered numerous organizations to 'take down' all rainbow-themed profile pics of its members in social media [emphasis added] after the legalization of same-sex marriage in the United States.

The tweet noted that the school 'understands' LGBT rights, but tasked all presidents of all student organizations within the university to take down pro-LGBT statements, especially if those statements involved the words, 'LGBT' and 'Pride month' [emphasis added].

Overall, this theme draws attention to an underlying dissonance between the positive campus climate perceptions HEIs want to project and the more prejudiced attitudes they seem to implicitly hold. Echoing physical UK and PH LGBT+ campus climates, current LGBT+ digital campus climates appear to be mixed as indications of both traditional¹⁴ and modern anti-LGBT+ prejudice were found across UK and PH university-related webpages.

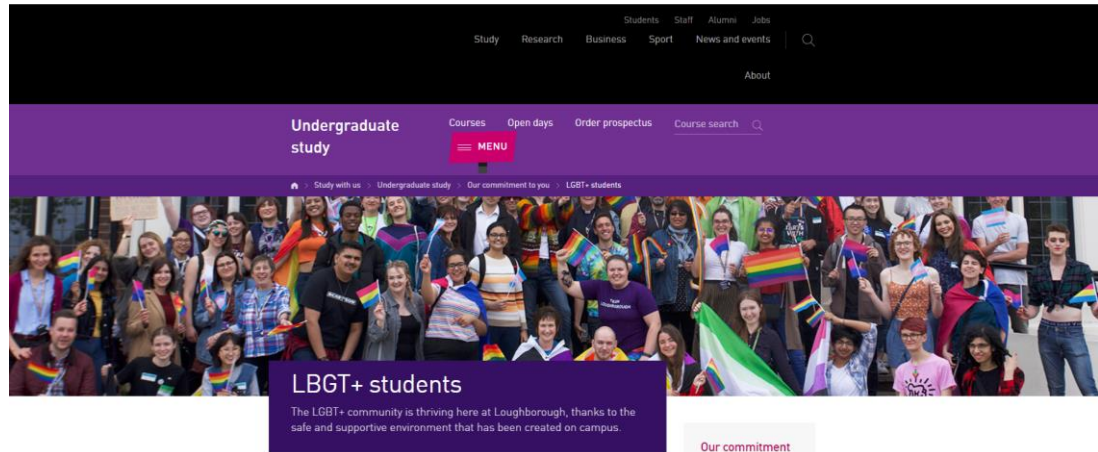
6.3.1.3 Learn from experiences: “We purposely focus on some experiences and probably inadvertently neglect others”

As a culminating theme, the final theme draws on the previous themes to highlight (1) LGBT+ topics university-related webpages seem to focus on; (2) LGBT+ issues university-related webpages appear to neglect.

6.3.1.3.1 Focusing on ‘typical’ LGBT+ experiences

Overall, university-related webpages seemed to highlight ‘typical’ LGBT+ experiences. On the one hand, the webpages that were reviewed gave the impression that LGBT+ related content on UK and PH HEI websites primarily catered to ‘out’ undergraduate students. For instance, LGBT+ university group and programme webpages were generally found in HEIs’ “*undergraduate study*” webpages; no corresponding LGBT+ related information was found in “*postgraduate study*” webpages (see also Chapter 5 quotes from Miko and Britney):

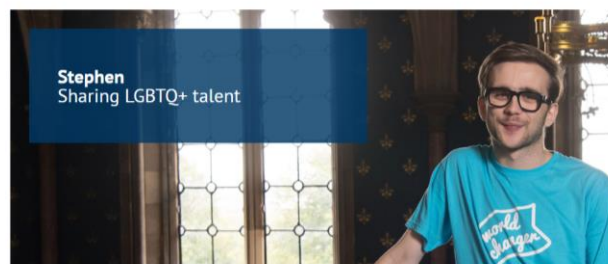
¹⁴ Evidence of traditional anti-LGBT+ prejudice was specific to the weaker practice PH HEI’s webpages only



Weaker practice UK HEI



UNDERGRADUATE STUDY



Better practice UK HEI

As discussed in the previous themes, UK and PH HEI webpages also emphasised negative LGBT+ issues (see 6.3.1.2.1). Although anti-LGBT+ harassment and struggling with ‘coming out’ and/or ‘transitioning’ can be ‘typical’ experiences for LGBT+ students, the webpages reviewed hardly covered content about positive LGBT+ student experiences.

Based on the webpages reviewed, university-related webpages also tend to feature ‘typical’ LGBT+ content that reflects the socio-political environment HEIs are situated in. For example, reflecting the current salience of trans issues globally, trans content featured prominently across university-related webpages. However, in line with the less LGBT+ progressive socio-political context of the Philippines, trans-related content for PH HEIs were primarily news features hosted on non-university webpages; only UK HEIs hosted webpages dedicated to trans content.

At one end, trans-specific webpages on UK HEI websites focused on promoting available support infrastructures for trans students. For example, UK HEI webpages signposted relevant trans university groups and resources: *“We have a Transgender and Non-binary Working Group...”* (Weaker practice UK HEI); *“To find out more information and get support regarding gender identity issues, see Gender Shift...”* (Better practice UK HEI). While another set of webpages appeared more targeted toward cisgender people. These pages focused on providing general information about trans identities and trans issues like defining diverse gender identities (e.g. *“non-binary”, “agender”, “genderqueer or genderfluid”*); see [Phase 3 webpage excerpts - anonymised](#) for additional excerpts); outlining examples of transphobia (e.g. *“Refusing to allow a trans person to use single-sex facilities appropriate to their acquired gender”*); or giving basic guidance on how to be more trans inclusive (e.g. *“avoid wording that assumes there are only two genders, e.g.: Instead of “ladies and gentlemen”, say “everybody”, “colleagues”, or “friends and guests”*”; see [Phase 3 webpage excerpts - anonymised](#) for additional excerpts).

Reflecting the presence of trans-inclusive legislation in the UK (e.g. "Gender Recognition Act," 2004), most of the trans support webpages in UK HEI websites formally discussed name change policies and procedures (e.g. *“If you have transitioned or intend to transition and would like to update the gender held on your student record, you should complete the form below...”*”; see [Phase 3 webpage excerpts - anonymised](#) for additional excerpts) and disseminated information about the availability of gender-neutral facilities on campus (e.g. *“We’re introducing gender-neutral toilets in a number of areas across campus, accessible to everyone. Here’s where you’ll find them...”*”; see [Phase 3 webpage excerpts - anonymised](#) for additional excerpts).

However, like other LGBT+ programme webpages (see 6.3.1.2.1), UK HEI trans-specific webpages also emphasised negative trans issues and tended to frame trans support within the context of marginalisation. For example, the way support was framed in this excerpt from the weaker practice UK HEI’s webpage can make it seem like support was given primarily in response to the increasing threat of transphobia. Moreover, it highlights the minority status of trans people by describing them as a *“small community”* that experiences daily marginalisation and violence:

[University] joins over 130 business and organisations to support the transgender community...At a time when trans rights feel increasingly under threat...each of us must use our voice to challenge transphobia...It is tremendously meaningful to a relatively small community - who face daily marginalisation and even violence - when businesses, local government and institutions such as universities speak up and show their support. (Weaker practice UK HEI)

Reflecting the lack of LGBT+ inclusive legislation in the Philippines, none of the PH HEIs had dedicated webpages for trans support provisions and policies. The only trans-related content available was a news feature about the better practice PH HEI's "*first openly transgender chairperson of the university student council*" that was published in various non-university hosted websites.

A critical examination of what university-related webpages focus on can help identify what needs improvement or what is lacking in existing LGBT+ support infrastructures. For instance, the prominence of trans-specific webpages in UK HEI websites, particularly their emphasis on negative trans issues, suggest the ongoing prevalence of transphobia and a strong need to better support trans students. For example, despite the presence of various UK HEI webpages that promote the availability of gender-neutral toilets, such provisions still need to be improved as one of the external UK coders noted (see also Chapter 5 and Table 7-26): "*how anyone could write this without bursting into tears - ONE gender neutral toilet in the entire [University building]? For shame*" (UK coder 1).

6.3.1.3.2 Neglecting 'general PH' and 'intersectional UK' LGBT+ experiences

Building on the subtheme above, a critical examination of the LGBT+ topics university-related webpages focus less on can further identify what is lacking in existing LGBT+ support infrastructures. For instance, the absence of trans-specific webpages in PH HEI websites suggests the lack of trans awareness and support infrastructures in PH HE. In fact, the lack of detailed LGBT+ programmes/services and policies across PH HEI webpages suggests the general need to develop LGBT+ support infrastructures across PH HE. Excerpts from PH university-related webpages reiterate this (see [Phase 3 webpage excerpts - anonymised](#) for additional excerpts). For example, the following excerpt from an interview published in a PH university-related website highlights the lack of

institutionally recognised LGBT+ student groups in PH HEIs, particularly at the weaker practice PH HEI:

FOR years, [University students] have been struggling to create a legitimate organization that will cater to the needs of the Lesbian, Gay, Bisexual and Transgender (LGBT) community in the university...“A lot of people aren’t aware that there are more than two genders, or that pansexuality, demisexuality and asexuality exists, just to name a few,” [HEI student] said...“Having an official and abiding org for the LGBT community is a big move forward...”

Based on the UK HEI webpages reviewed, intersectional LGBT+ identities are one topic that UK LGBT+ university webpages focused less on. For instance, although the better practice UK HEI’s webpages mentioned LGBT+ identities alongside other protected characteristics (e.g. “*The Equality Act outlines nine grounds upon which discrimination is unlawful...Age, Disability, Gender reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex, Sexual Orientation...*”), none of the webpages that were reviewed included specific information for LGBT+ people of colour, mature/non-traditional LGBT+ students, etc. Overall, explicit discussions of intersectional LGBT+ identities were primarily limited to academic findings reported in the weaker practice UK HEI’s newpage. However, like other LGBT+ university webpages (see 6.3.1.2.1), coverage of intersectional LGBT+ issues emphasised the negative aspects of having an intersectional LGBT+ identity: “*A new [University] report exploring LGBT experiences in the construction industry has revealed that...the intersections of gender and sexuality are influential - if you are female and gay, both mark you out as different...*”;

News



Image courtesy of Getty Images/nadia_bormotova.

FEATURE: "LGBTQ people have faced loneliness, job loss and hostility in the COVID-19 lockdown and for some communities it's been a life or death situation" 22 June 2020



Weaker practice UK HEI

"[HEI staff] is gathering experiences for a co-edited book that will highlight how the crisis has brought additional barriers for LGBTQ people, especially those from BAME backgrounds...who face disproportionate levels of homelessness and battle 'twin phobias'" (Weaker practice UK HEI).

The excerpts above suggests that the weaker practice UK HEI may be aware of the unique needs and challenges that LGBT+ students with multiple minority identities face. However, explicit support for intersectional LGBT+ issues was generally lacking in UK HEIs' LGBT+ webpages. Only a brief excerpt, without any further signposting, in one of the weaker practice UK HEI's webpages mentioned a form of intersectional LGBT+ support provision (see also Table 6-5):

"[University group] is a social support group for students at [University] who identify as Queer, Trans or Intersex People of Colour". No mention of intersectional LGBT+ university groups, programmes, or policies was found in the better practice UK HEI's webpages.

Overall, this theme underscores how university-related webpages tend to focus on 'typical' LGBT+ experiences that reflect the socio-political environment HEIs are situated in. In doing so, HEIs can inadvertently neglect other LGBT+ identities. Reflecting the less LGBT+ progressive socio-political context of the Philippines, PH HEI webpages suggest that *basic* LGBT+ provisions, especially for trans students, tend to be overlooked in PH HEIs. On the other hand, reflecting the more LGBT+ progressive and ethnically-diverse socio-political context of the

UK, *intersectional* needs and issues of LGBT+ students with multiple minority identities demand more attention. This theme invites PH HEIs to develop basic support infrastructures for LGBT+ identities and UK HEIs to improve support for intersectional LGBT+ identities.

Collectively, qualitative themes illustrate mixed digital LGBT+ campus climates. Although UK and PH HEIs seek to promote perceptions of positive digital LGBT+ campus climates, critical analysis of LGBT+ web content show implicit indications of anti-LGBT+ prejudice across UK and PH university group, programmes, and policy webpages. On the whole, qualitative results suggest the need to improve positive and intersectional representation of LGBT+ identities across UK and PH HEI websites.

6.4 Summary of results

Content analysis of purposively selected UK and PH university-related webpages highlight how digital LGBT+ campus climates vary across UK and PH HEIs. Reflecting the LGBT+ socio-political context HEIs are situated in, UK HEIs included more LGBT+ support provisions across their university group, programmes, and policy webpages than PH HEIs. Likewise, UK and PH HEI case studies of better practice toward LGBT+ inclusion presented LGBT+ web content more affirmatively than their weaker practice HEI counterparts.

Taken together, quantitative and qualitative content analyses revealed mixed coverage of LGBT+ identities and issues across UK and PH HEI webpages. At best, university-related webpages provided relevant information about available LGBT+ support infrastructures. At their worst, university-related webpages projected implicitly 'negative' representation of LGBT+ identities and issues. Thus, triangulated results and cross-case comparisons of UK and PH better/weaker practice HEI case studies for LGBT+ inclusion indicate the need to improve digital LGBT+ campus climates via more overtly positive coverage of intersectional LGBT+ identities and provision of more accessible intersectional LGBT+ support infrastructures across HEI webpages (Figure 6-2).

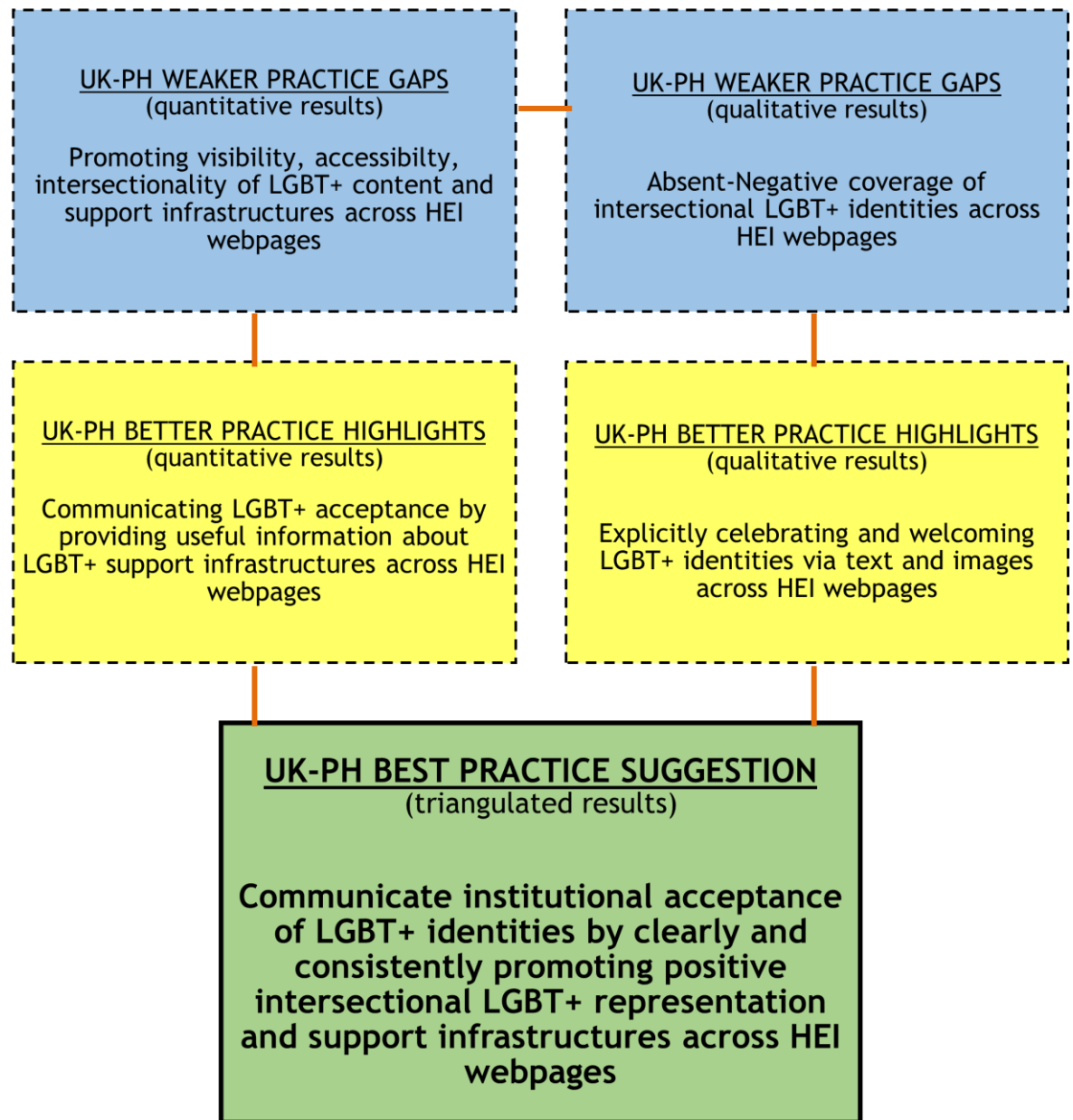


Figure 6-2 Phase 3 suggestions. Best practice suggestion for improving digital LGBT+ campus climates based on quantitative and qualitative content analysis of purposively selected UK and PH university-related webpages

A more detailed discussion of the context-specific recommendations for improving LGBT+ campus climates, particularly in triangulation with quantitative (Phase 1) and qualitative (Phase 2) findings, existing digital LGBT+ campus climate studies (e.g. Schenk Martin et al., 2019; Taylor et al., 2018), and relevant concepts/theories (e.g. Minority Stress Model - Meyer, 2003; Meyer & Frost, 2013; traditional and modern prejudice - Morrison & Morrison, 2003; Social Identity Theory - Tajfel, 1981; Tajfel & Turner, 1979) will be elucidated in Chapter 7.

Thus far, this thesis has offered an empirical evidence base of quantitative and qualitative findings, which suggest the prevalence of negative LGBT+ ‘physical’ *and* ‘digital’ campus climates. In particular, this chapter has highlighted the substantial need to improve the existence, visibility, and accessibility of available LGBT+ support infrastructures and resources across HEI webpages. Which is especially relevant given the increased salience of digital spaces and hybrid learning brought about by the COVID-19 pandemic. The next chapter caps this thesis by presenting a triangulated discussion of our key findings showcasing a multi-level framework for understanding *and* addressing LGBT+ inequality in HE.

Chapter 7 Discussion

We conducted a multi-phased concurrent triangulation mixed-method comparative study to produce a nuanced picture of the state and impact of current campus climates on LGBT+ university students in the UK and Philippines and to provide well-substantiated recommendations for improving LGBT+ equality in HE. Triangulated results indicate that UK and PH LGBT+ university students continue to experience disparate outcomes than cis-heterosexual students as physical and digital campus climates seemingly reflect the socio-political contexts HEIs are situated in. Our triangulated Phase 1-3 findings further suggest that developing LGBT+ students' social identity belonging via explicit and consistent promotion of positive LGBT+ representation, visibility, and recognition across university groups, policies, and programmes are best practices for creating better campus climates and outcomes for UK and PH LGBT+ university students.

This chapter will firstly revisit the specific hypotheses and research questions for each phase before moving on to the triangulated story of the thesis as a whole. Section 7.1 focuses on confirming/rejecting the Phase 1 hypotheses and discussing findings from the large-scale cross-country comparative online survey assessment of the general campus climate for 2,984 university students (UK: LGBT+ = 469, cis-heterosexual = 960; PH: LGBT+ = 408, cis-heterosexual = 1,147) across 42 universities (UK HEI = 24; PH HEI = 18). Section 7.2 focuses on revisiting the research questions for Phase 2 and discussing the qualitative findings from the thematic analysis of focus groups and interviews with 35 self-identified LGBT+ students (UK = 17, PH = 18) across 13 universities (UK HEI = 7; PH HEI = 6) regarding their experiences and suggestions for improving LGBT+ campus climates. Section 7.3 focuses on discussing the results of content analysis exploring digital LGBT+ campus climates and best practices among four purposively selected UK and PH HEI case studies of better/weaker practice toward LGBT+ inclusion. Section 7.4 presents a triangulated discussion of the key findings from Phases 1-3, followed by a discussion of limitations (7.6), strengths (7.7), practical implications and recommendations (7.5), and a brief section on reflexivity (7.8).

7.1 Phase 1: Quantitative discussion

Phase 1 quantitatively assessed physical LGBT+ campus climates in the UK and Philippines by examining the salient aspects of UK and PH LGBT+ campus climates, predictors of UK and PH LGBT+ students' campus climate outcomes, and group differences among UK and PH students' attitudes toward LGBT+, campus climate perceptions, experiences of harassment, and academic and well-being outcomes. Overall, our exploratory and confirmatory quantitative analysis results underscore the role of campus climate in shaping outcomes for LGBT+ university students and the subsequent need to improve LGBT+ campus climates globally. We will now discuss our quantitative findings in relation to our hypotheses.

7.1.1 H1: LGBT+ university students, regardless of national context, will report more negative indicators across dependent measures (anti-LGBT+ prejudice, campus climate perceptions, experiences of harassment, academic and well-being outcomes) than cis-heterosexual students

Consistent with MSM (Meyer, 2003), H1 was generally supported as ANOVA results indicated that LGBT+ students, regardless of national context, experience poorer campus climates and outcomes than cis-heterosexual students. Overall, the main effect of SOGI showed that compared to UK and PH cis-heterosexual students, UK and PH LGBT+ students reported more negative campus climate perceptions, higher incidences of personal harassment, and lower levels of psychological well-being. These findings echo the results of US-based LGBT+ campus climate studies (e.g. Rankin et al., 2010; Silverschanz et al., 2008; Woodford et al., 2014), including Greathouse and colleagues' (2018) meta-analysis of four US national surveys which indicate "profound disparities between queer-spectrum and trans-spectrum students and their heterosexual and cisgender counterparts" (p. 37).

By using internationally standardised measures with high clinimetric and cross-cultural validity such as the WHO-5 Well-Being Index (Topp et al., 2015; World Health Organization, 1998), our quantitative results provide solid empirical evidence highlighting the need to improve LGBT+ campus climates globally (United Nations, 2019). In other words, aside from lending support to previous US-based campus climate studies that underscore negative health outcomes for

LGBT+ students, our results can be used as a basis for future cross-country comparative LGBT+ campus climate studies. At the same time, by directly measuring positive well-being rather than anxiety/depression symptoms, which most US-based LGBT+ campus climate studies have focused on (e.g. Greathouse, BrckaLorenz, Hoban, Huesman Jr., et al., 2018; Silverschanz et al., 2008; Woodford et al., 2012), our work significantly adds to the LGBT+ campus climate health outcomes literature by providing a fuller picture of how campus climates impact LGBT+ students' well-being.

Contrary to H1 however, it is worth noting - another interesting and perhaps at first counter-intuitive finding - that despite reporting more negative campus climate perceptions, higher incidences of personal harassment, and lower levels of psychological well-being, UK and PH LGBT+ students endorsed similar levels of social identity belonging as their cis-heterosexual peers. These findings are interesting because given the prevalence of negative LGBT+ campus climates along with LGBT+ students' minority status (Meyer & Frost, 2013; Tavarez, 2022) and predicted lack of 'habitus-fit' within cis-heteronormative institutions (Bourdieu & Passeron, 1977; Gwayi-Chore et al., 2021), we expected significantly lower levels of social identity belonging among UK and PH LGBT+ students. However, although UK and PH LGBT+ students reported lower levels of university belonging than cis-heterosexual students, the overall difference between SOGI groups was statistically non-significant. On its own, this result seems surprising. However, it can partly be explained in triangulation with other quantitative (see PCA below) and qualitative (see 7.2 and 7.4) results.

For instance, apart from extending the applicability of Rankin's (2005) conceptualisation of campus climate to the UK and PH HE context, PCA results of UK and PH LGBT+ students' campus climate data indicate that the perceptual component of campus climate can be broken down into cognitive and affective aspects. Specifically, component loadings suggest that the 'cognitive' aspect highlights perceiving overt (institutional) support for LGBT+ identities, while the 'affective' aspect emphasises feeling safe and comfortable within campus settings.

On one hand, these results lend partial support to the three latent campus climate constructs derived by Garvey and colleagues (2018) based on Rankin and

Reason's (2008) Transformational Tapestry Model for transforming campus climates: "campus climate comfort", "campus climate perceptions", and "campus climate institutional action perceptions" (Garvey et al., 2018, p. 7). However, rather than treating these aspects as three separate components, our PCA results suggest two latent variables: 'campus climate warmth and support' focusing on a *cognitive* operationalisation of campus climate perceptions by highlighting perceptions of institutional acceptance and support for LGBT+ people; and 'campus climate-habitus fit' focusing on a more *affective* operationalisation of campus climate perceptions by emphasising feelings of warmth, safety, and comfort within the campus environment.

Distinguishing these two aspects of campus climate perceptions is important since it could potentially explain the non-significant ANOVA results for LGBT+ students' social identity belonging. That is, it can be argued that university belonging relates to *feelings* of safety and comfort within campus environments and taps into the more *affective* aspect of campus climate perceptions. In other words, it is possible that our LGBT+ cohort cognitively perceived negative campus climates in relation to institutional acceptance and support for LGBT+ people; and yet still somehow *felt* a sense of university belonging. Inconsistent results attributable to the various ways campus climate indicators have been operationalised in previous studies partly support this explanation (e.g. Reed et al., 2010; Woodford et al., 2015).

For example, contrary to previous studies (e.g. Reed et al., 2010), Woodford and colleagues (2015) found no link between campus climate perceptions and sexual minority students' health outcomes. They attributed this unexpected result to the difference in how the two studies measured campus climate perceptions - i.e. "perceptions of university community members' attitudes toward sexual minorities" versus "perceptions of safety on campus" (Reed et al., 2010; Woodford et al., 2015, p. 83). Put differently, based on our PCA results, it seems that by focusing on perceived attitudes, Woodford and colleagues (2015) assessed the 'cognitive' aspect of campus climate perceptions, while Reed and colleagues (2010) may have tapped more into its 'affective' aspect by emphasising feelings of safety. Our Phase 2 qualitative findings further support this explanation (see 7.2) and we will unpack this process in our triangulated discussion (see 7.4).

7.1.2 H2: PH university students will report more negative indicators across dependent measures (anti-LGBT+ prejudice, campus climate perceptions, experiences of harassment, academic and well-being outcomes) than UK students

In line with the LGBT+ socio-political context in each country (Equaldex, 2022a, 2022b), H2 was generally supported as ANOVA results for the main effect of national context showed that PH university students reported higher levels of anti-LGBT+ prejudice and more negative campus climate perceptions and experiences than their UK counterparts. PCA results also lend support to these findings as component loadings revealed some variation across national contexts.

Reflecting the more religious-conservative socio-political context of the Philippines (UNDP-USAID, 2014), PH cis-heterosexual students endorsed the highest levels of traditional and modern anti-LGBT+ prejudice across country and SOGI groupings. These findings are consistent with the results of PH-based surveys documenting the continued prevalence of anti-LGBT+ attitudes among Filipinos (Manalastas et al., 2017; Reyes et al., 2019; Reyes et al., 2021).

On the other hand, reflecting the more progressive LGBT+ socio-political context in the UK, UK LGBT+ students reported more positive attitudes toward LGBT+, campus climate perceptions and experiences than PH LGBT+ students. Notably, even UK LGBT+ students reported higher levels of institutional support for LGBT+ at their HEIs than PH cis-heterosexual students. The fact that LGBT+ students in the UK endorsed higher levels of LGBT+ support at their HEIs than cis-heterosexual students in the Philippines suggests comparatively better LGBT+ campus climates in the UK.

A possible explanation for this national context difference could be that LGBT+ equality legislation, which has steadily progressed in the UK but is currently non-existent in the Philippines (Equaldex, 2022a, 2022b), contributes to better protection and support for LGBT+ students in HE. In other words, the presence of official LGBT+ policies and programmes across UK HEIs and the lack thereof in PH HE seems to impact student perceptions and experiences of LGBT+ campus climates.

However, contrary to H2, it should be noted that despite perceiving more negative campus climates, PH students reported higher levels of psychological well-being and social identity belonging than UK students. As discussed in the previous section (7.1.1), this unexpected result could potentially be explained by distinguishing the ‘cognitive’ and ‘affective’ aspects of campus climate perceptions. That is, it is possible that PH students cognitively perceived negative campus climates and yet reported higher levels of well-being and belonging since these two outcomes arguably relate to affective perceptions. Other possible explanations for this unexpected result include acquiescent responding skewing PH students’ responses toward higher well-being scores (Smith, 2004) and/or reluctance among PH respondents to disclose negative psychological symptoms due to mental health stigma in the Philippines (Kudva et al., 2020; Tuliao, 2014).

7.1.3 H3: The difference between LGBT+ and cis-heterosexual students across dependent measures (anti-LGBT+ prejudice, campus climate perceptions, experiences of harassment, academic and well-being outcomes) will be greater in the PH than in the UK cohorts

Contrary to expectations, H3 was only partly supported. Overall, ANOVA results only showed significant interaction effects for traditional anti-LGBT+ prejudice thus suggesting the continued salience of traditional anti-LGBT+ prejudice among PH university students.

In fact, PH LGBT+ students unexpectedly reported similar levels of traditional anti-LGBT+ prejudice as UK cis-heterosexual students. Considering the established association between anti-LGBT+ attitudes and high levels of religiosity/conservatism (Allport & Ross, 1967; Herek, 1988; Herek & McLemore, 2013), one possible explanation for the persistence of traditional anti-LGBT+ prejudice among PH LGBT+ students could be the internalisation of anti-LGBT+ attitudes via pervasive exposure to traditional religious and moral beliefs about LGBT+ identities within the Philippines’ religious-conservative environment (Evangelista et al., 2016; UNDP-USAID, 2014).

Put briefly, “self-stigma” (Herek, 2004) potentially accounts for the continued salience of traditional anti-LGBT+ prejudice among PH LGBT+ students. This

explanation coincides with Tan and colleagues' (2019) survey results which indicated moderate levels of internalised homophobia among Filipino gay men. Reflecting the more religious-conservative PH socio-political context (UNDP-USAID, 2014), PCA results further support these findings as component loadings for traditional anti-LGBT+ prejudice items loaded more highly in our PH sample than our UK sample.

On the whole, it is possible that non-significant interactions were due to unequal cell sizes, along with an insufficient sample size to detect an interaction effect in the presence of main effects (Gelman, 2018). For instance, the interaction between country and SOGI for perceptions of institutional support for LGBT+ became non-significant once Bonferroni correction was applied. However, another possible explanation for the non-significant interactions could be that although PH students perceive and experience more negative campus climates overall, the disparity between LGBT+ and cis-heterosexual students generally remains consistent across national contexts. Put this way, our non-significant interactions further emphasise how the need to improve LGBT+ campus climates remains a pressing issue globally (United Nations, 2019).

7.1.4 H4: There will be a significant predictive relationship between the latent variables campus climate perceptions, experiences of harassment, anti-LGBT+ attitudes on dependent outcomes LGBT+ students' academic performance, academic persistence, and psychological well-being, but the relative strength of the predictors will vary between UK and PH cohorts

Supporting H4, UK and PH regression models showed that both cognitive and affective components of campus climate perceptions functioned as meaningful predictors of UK and PH LGBT+ students' academic and well-being outcomes. This corroborates US-based regression models that show campus climate perceptions as a significant predictor of LGBT+ students' academic success (Garvey et al., 2018) and social integration on campus (Woodford & Kulick, 2015). However, echoing the national context differences demonstrated in our ANOVA and PCA results, regression models for each country suggested that the salience of each aspect varied between our UK and PH cohorts. In other words, although existing research generally suggests negative LGBT+ campus climates

(e.g. Australia - Ferfolja et al., 2020; UK - National Union of Students, 2014; South Africa - Nduna et al., 2017; USA - Rankin et al., 2010), there is not a homogenous global LGBT+ campus climate experience, because campus climates can differ across national and institutional levels.

For example, supporting Rankin's (2005) US-based conceptualisation of campus climate, our PCA results showed that as a construct campus climate comprises three aspects: attitudes, perceptions, and experiences. However, extending Rankin's (2005) work, our regression results suggest that the configuration and influence of these aspects can vary across national contexts. Specifically, PH regressions indicated that perceiving overt support for LGBT+ within their HEIs ('campus climate warmth and support' - cognitive aspect)¹⁵ was a consistent predictor of PH LGBT+ students' grades and drop-out intentions. On the other hand, UK regressions showed that feeling safe and comfortable within campus ('campus climate-habitus fit' - affective aspect)¹⁶ was a more significant predictor of UK LGBT+ students' grades and drop-out intentions. As with our ANOVA results, a possible explanation for the cross-country difference in salient predictors of academic outcomes may be linked to the LGBT+ socio-political context HEIs are situated in.

In sum, our regression results support our ANOVA findings in reiterating the importance of improving LGBT+ campus climates globally. That is, corroborating the findings of US-based LGBT+ campus climate studies (e.g. Crane et al., 2020; Greathouse, BrckaLorenz, Hoban, Huesman, et al., 2018; Rankin et al., 2019), the significance of campus climate as a predictor was consistent across both UK and PH samples and across various outcomes (academic performance, academic persistence, psychological well-being). Put simply, our regression findings highlight how perceiving and experiencing chilly and unsafe campus climates can play an important role in impacting outcomes for LGBT+ university students.

¹⁵ Positive predictor of grades. Negative predictor of drop-out intentions.

¹⁶ Positive predictor of grades. Negative predictor of drop-out intentions.

7.1.5 H5: The indirect effect of campus climate on LGBT+ students' academic persistence through social identity belonging will be moderated by LGBT+ students' level of outness/religiosity

In line with SIT (Tajfel & Turner, 1979, 2004), moderated mediation results partly supported H5. Specifically, expanding our regression models, our integrative moderated mediation model showed a conditional indirect effect suggesting that campus climate influences UK and PH LGBT+ students' academic persistence through social identity belonging. This means that perceiving warm campus climates that accept and support LGBT+ people increase LGBT+ students' feelings of belonging within their universities, which in turn lowers their intentions of dropping out.

This pathway combines and extends existing literature suggesting academic belonging reduces stress and increases well-being (Ingram, 2012; Skipper & Fay, 2019) by specifically applying these factors to the campus climate experience of LGBT+ students. Additionally, our mediation result supports the findings of US-based outcomes studies that specifically explored the impact of campus climate on LGBT+ students' retention/attrition (e.g. Blumenfeld et al., 2016; Crane et al., 2020; Tetreault et al., 2013), including Crane and colleagues' (2020) mediation model that showed how experiencing higher levels of LGBTQ microaggressions on campus increases LGBTQ students' feelings of discomfort in classrooms, which then increases their intentions of leaving their HEI.

Supporting H5, our integrative model suggests that the strength of campus climate's indirect effect on LGBT+ students' academic persistence through social identity belonging can vary according to LGBT+ students' level of outness. This result supports US-based studies that have demonstrated links between campus climate and LGBT+ outness/disclosure (e.g. Garvey & Rankin, 2015; Tetreault et al., 2013; Woodford & Kulick, 2015). For example, our finding complements Tetreault and colleagues' (2013) results which showed that among LGBTQ students who have experienced anti-LGBT+ prejudice, those who were 'less out' - compared to those who were 'out' and 'moderately out' - were the most likely to have thought about leaving their HEIs as a result of a negative LGBT+ campus climate.

Contrary to H5, LGBT+ students' level of religiosity did not moderate the indirect effect of campus climate on UK and PH LGBT+ students' academic persistence (through social identity belonging). Given the association between high levels of religiosity and higher levels of anti-LGBT+ prejudice (Etengoff & Lefevor, 2021; Herek, 1988), along with the literature suggesting the negative impact of religion on LGBT+ campus climates (e.g. Blumenfeld et al., 2016; Rockenbach & Crandall, 2016; Yarhouse et al., 2009), we expected that the personal salience of religion would exacerbate the adverse impact of negative campus climates on LGBT+ student outcomes. Following a social identity-minority stress-'habitus-fit' framework (Bourdieu, 1986; Meyer, 2003; Tajfel & Turner, 2004), we initially predicted that, as a form of institutional validation, warmer LGBT+ campus climates will have a stronger buffering effect on LGBT+ students who endorse higher levels of religiosity because it would affirm their LGBT+ identity.

While it is possible that an insufficient sample size - particularly in relation to our PH cohort - impacted our study's power to detect an effect, it is also plausible that our initial hypothesis (H5) specifically applies to religious LGBT+ students who *want to reconcile* their SOGI and religious identities (Evangelista et al., 2016; Rodriguez, 2009). Put differently, rather than interpreting warm campus climates as a formal validation of their LGBT+ identities, some religious LGBT+ students could be put off by LGBT+ affirmative campus climates because they see it as incongruent with their religious beliefs; thus adversely impacting their sense of belonging and 'habitus-fit' within their HEIs. A potential way to nuance these competing explanations could be to account for "self-stigma" (Herek, 2004) or internalised anti-LGBT+ prejudice in future models (see 7.5.4).

7.1.6 Phase 1 summary

Phase 1 expands the LGBT+ campus climate literature beyond the US HE context and provides solid empirical evidence reiterating the need to improve LGBT+ campus climates globally (United Nations, 2021a). Overall, our quantitative results confirmed between-group differences illustrating disparate campus climates and outcomes for LGBT+ students compared to cis-heterosexual students. At the same time, our findings also underscored the role of campus climate in shaping outcomes for LGBT+ university students across national

contexts. Importantly, Phase 1 indicated a potential pathway for mitigating the negative effects of chilly campus climates on LGBT+ outcomes. Specifically by suggesting that improving LGBT+ campus climates might be related to developing LGBT+ students' sense of belonging within their universities - which is an unexpected and interesting finding.

7.2 Phase 2: Qualitative discussion

Phase 2 complements Phase 1 by providing a more in-depth investigation of UK and PH LGBT+ students' lived experiences of campus climates. Specifically, Phase 2 qualitatively assessed physical LGBT+ campus climates by exploring UK and PH LGBT+ students' campus perceptions, experiences, and suggestions for improving HE spaces, with particular attention to how national (country) and institutional (HEI) contexts impact LGBT+ campus climates.

Overall, thematic analysis (Braun & Clarke, 2013) of focus groups and interviews described three themes. Theme 1 revealed how campus climates for UK and PH LGBT+ university students mirror the LGBT+ socio-political environment in each national context. Theme 2 illustrated the mixed impact of campus climates on UK and PH LGBT+ university students. Theme 3 highlighted the importance of fostering LGBT+ students' social identity belonging for improving LGBT+ campus climates. We will now discuss our qualitative findings in relation to our research questions¹⁷, relevant literature, and psychological theories.

7.2.1 RQ1: How do LGBT+ university students perceive and experience the campus climate in their institutions?

As a prominent thread throughout Phase 2, UK and PH LGBT+ students perceived and experienced campus climates akin to the prevailing LGBT+ socio-political context surrounding them. Put another way, our results described how universities can function like a microcosm of larger society (Theme 1). For example, mirroring the experiences of LGBT+ people globally (UNESCO, 2019;

¹⁷ Only RQ1-2 are discussed in this section. We incorporate our discussion of RQ3 in the triangulated discussion (7.4) and recommendation (7.5) sections.

United Nations, 2021a), UK and PH LGBT+ students described pervasive experiences of anti-LGBT+ harassment and discrimination across their HEIs.

Moreover, consistent with the established demographic correlates of anti-LGBT+ attitudes (Herek & McLemore, 2013; Manalastas et al., 2017), our participants revealed acute experiences of traditional *and* modern anti-LGBT+ prejudice from cis-heterosexual men, and older, more traditionally conservative/religious individuals. Likewise, echoing the results of US-based studies (e.g. Robinson-Keilig, 2003; Silverschanz et al., 2008) and the proposed transformation of “old-fashioned homonegativity” into “modern homonegativity” (Lottes & Grollman, 2010; Morrison & Morrison, 2003), our UK and PH cohorts disclosed experiencing more subtle *modern* anti-LGBT+ prejudices in the form of judgmental stares, indirect slurs, and intrusive questioning based on LGBT+ stereotypes from both HE students and staff.

Further reflecting the larger LGBT+ socio-political environment surrounding them, it is worth noting that UK LGBT+ students perceived and experienced their campus climates as being particularly transphobic and “*too white*”. In other words, echoing ongoing issues around transphobia and structural racism in wider UK society (Baska, 2022; United Nations, 2021b), UK LGBT+ students described more negative campus climates for trans and LGBT+ POC students within their HEIs.

On the whole, the experiences shared by our UK trans and LGBT+ POC participants corroborate existing literature on trans campus climates and multiple minority stress outcomes (e.g. Dugan et al., 2012; Mearns et al., 2019). For example, similar to the sentiments expressed by trans collegians in Garvey and colleagues’ (2019) US survey, UK participants perceived campus climates as being worse for trans students than their LGB+ peers. For instance, our trans participants repeatedly experienced transphobic incidents through misgendering and invalidation from students and staff who refuse to recognise their pronouns and identities (Pryor, 2015; Siegel, 2019). Furthermore, supporting the recommendations of previous studies focusing on trans experiences in HE (e.g. Mckendry & Lawrence, 2017; McKinney, 2005), UK LGBT+ students also highlighted the need for more adequate trans provisions such as gender-neutral toilets and preferred name policies across HEIs, as well as better trans

awareness and sensitivity among students and staff. On a similar note, mirroring the findings of studies focused on the experiences of LGBT+ POC in US HE, our LGBT+ POC participants stressed the lack of intersectional representation and resources, especially within LGBT+ campus spaces, which made them feel excluded, isolated, and/or consider leaving their HEIs (Duran, 2019; Gwayi-Chore et al., 2021; Miller & Downey, 2020).

Put simply, what participants highlighted as key concerns within their HEIs reflected salient issues in larger UK and PH society. This coincides with Beemyn and Rankin's (2011) description of US campus climates as a microcosm reflecting the "prevailing prejudices of society" (p. 81). Overall, our findings underscore how UK and PH HEIs function as microcosms of larger society. That is, like other LGBT+ people, UK and PH LGBT+ students still experience various forms of anti-LGBT+ harassment and discrimination across HE spaces. However, UK and PH LGBT+ students can also perceive and experience campus climates differentially depending on the wider LGBT+ socio-political context they are situated in.

7.2.2 RQ2: How do campus climates impact LGBT+ university students, including their academics, well-being, and university belonging?

On the whole, our qualitative results illustrated the *mixed* impact of campus climates on UK and PH LGBT+ students' academics, well-being, and university belonging. That is, depending on their national, institutional, and personal contexts, campuses served as fields for LGBT+ students' growth and/or regression (Theme 2).

Consistent with a minority stress-'habitus-fit' framework (Bourdieu, 1986; Meyer, 2003), negative campus climates arising from chronic experiences of anti-LGBT+ prejudice within their HEIs adversely impacted UK and PH LGBT+ students' perceptions of safety and comfort thus leading to their personal/social isolation/exclusion across campus spaces. This was especially true in male-dominated areas such as university sports settings and STEM subject spaces, which both UK and PH LGBT+ students deliberately disengaged from. From a social identity-minority stress-'habitus-fit' standpoint (Bourdieu, 1986; Meyer, 2003; Tajfel & Turner, 2004), it can be said that participants avoided these

spaces because they expected and felt a ‘mismatch’ between their LGBT+ identities and these typically cis-heteronormative ‘fields’. In other words, because they felt like they did not belong in these spaces, UK and PH LGBT+ students socially and academically withdrew from them. These findings add to the growing literature documenting the prevalence of LGBT+ exclusion in sports (e.g. Evans et al., 2017; Tavarez, 2022) and LGBT+ inequalities in STEM disciplines (e.g. Miller & Downey, 2020; Woodford & Kulick, 2015).

Corroborating extant literature indicating the adverse impact of negative LGBT+ campus climates, UK and PH LGBT+ students also disclosed negative coping strategies and outcomes that have been reported in US-based campus climate studies. For instance, social isolation/withdrawal (e.g. Greathouse, BrckaLorenz, Hoban, Huesman, et al., 2018; Woodford et al., 2012), academic disengagement/withdrawal (Bourdieu, 1986; Meyer, 2003; Tajfel & Turner, 2004), and poor well-being (e.g. Denison et al., 2021; Storr et al., 2021). However, consistent with the overarching theme of ‘campus as a microcosm of larger society’ (Theme 1), it is worth remarking that the negative coping strategies and outcomes each cohort described corresponded with the LGBT+ socio-political context their HEIs were situated in.

For example, reflecting the less LGBT+ progressive socio-political context in the Philippines (UNDP-USAID, 2014), PH LGBT+ students adopted more extreme forms of personal and social withdrawal, such as concealing their LGBT+ identities and avoiding interactions with students and staff. Following a social identity-minority stress framework (Meyer, 2003, 2015; Tajfel, 1974; Tajfel & Turner, 2004), this could be interpreted as PH LGBT+ students’ strategy for protecting themselves from the social identity threat posed by the more acute presence of distal anti-LGBT+ stressors within the PH HE context. That is, since national LGBT+ equality legislation is non-existent in the Philippines (Equaldex, 2022a), PH LGBT+ students have no legal protection against anti-LGBT+ harassment and discrimination within their HEIs. And therefore, may have felt a stronger need to conceal their LGBT+ identities and/or avoid interactions with other students and staff to better protect themselves from potential harm.

7.2.3 Phase 2 summary

Our qualitative findings document the pressing need to improve LGBT+ campus climates globally (Rankin et al., 2019). More importantly, Phase 2 results demonstrate how national and institutional contexts can impact LGBT+ students' campus climate perceptions and experiences. By comparing the experiences of LGBT+ students from various UK and PH HEIs, our findings showed that campus climates can reflect prevailing LGBT+ socio-political attitudes of mere tolerance rather than acceptance (UNDP-USAID, 2014), transphobia (Siegel, 2019), and racism against LGBT+ POC (Duran, 2019). Supporting the results of US-based studies (e.g. Gwayi-Chore et al., 2021; Nduna et al., 2017; Vaccaro, 2012), our findings illustrate the adverse impact of both overt and subtle anti-LGBT+ prejudice on LGBT+ student outcomes and the subsequent need for more LGBT+ inclusive policies and programmes across HEIs.

7.3 Phase 3: Content analysis discussion

Phase 3 progresses our LGBT+ campus climate assessment by providing an overview of UK and PH *digital* LGBT+ campus climates. Specifically, Phase 3 explored the visibility and availability of LGBT+ policies, programmes, and resources across UK and PH university-related webpages.

Overall, our comparative case study content analysis revealed *mixed* digital LGBT+ campus climates. That is, reflecting the LGBT+ socio-political context HEIs are situated in, coverage of LGBT+ issues, policies, and resources varied across UK and PH HEI websites. We will now discuss Phase 3 results in relation to our research questions¹⁸, relevant literature, and psychological theories.

7.3.1 RQ1: What do university websites suggest about the digital campus climate for UK and PH LGBT+ university students?

Overall, our quantitative and qualitative content analysis suggest that, like physical campus climates, digital LGBT+ campus climates vary across HEIs. At

¹⁸ Only RQ1-2 are discussed in this section. We incorporate our discussion of RQ3 in the triangulated discussion (7.4) and recommendation (7.5) sections.

the same time, they also reflect the wider socio-political context HEIs are situated in.

For instance, in keeping with the Equality Act (2010), UK HEI webpages included more LGBT+ content and resources than PH HEI webpages. Notably, the UK HEI case study for 'weaker practice toward LGBT+ inclusion' and PH HEI case study for 'better practice toward LGBT+ inclusion' received similar overall digital campus climate ratings. This finding is consistent with the more progressive LGBT+ socio-political context in the UK in that what can be considered as weaker practice toward LGBT+ inclusion in the UK may be considered as better practice toward LGBT+ inclusion in the Philippines.

Interestingly, despite the lack of LGBT+ inclusive policies in PH HE, the better practice PH HEI received the highest average rating for LGBT+ policies among all UK and PH HEI case studies. To some extent, this unexpected finding is likely a product of the better practice PH HEI's reputation as an LGBT+ progressive HEI within the PH context (Times Higher Education, 2022b). That is, PH coders may have given the better practice PH HEI a high score since its webpages explicitly endorsed the passage of national LGBT+ legislation. Put differently, specific to the PH context, institutional endorsement of LGBT+ equality legislation may have served as a proxy for the presence of LGBT+ university policies. Conversely, reflecting ongoing debates around trans rights in the UK (Smith, 2022), another plausible explanation for the lower UK average could be that UK coders applied more stringent criteria in rating UK HEIs' existing LGBT+ policies, particularly in relation to trans-inclusive university policies.

On the whole, our findings support the results of previous digital LGBT+ campus climate studies (e.g. McKinley et al., 2014; Schenk Martin et al., 2019; Taylor et al., 2018) particularly in terms of highlighting variations and insufficiencies in existing LGBT+ support provisions across HEIs. Thus underscoring the need for continued assessment and improvement of digital LGBT+ campus climates, especially considering the increasing importance of online learning and digital environments reinforced by the COVID-19 pandemic.

7.3.2 RQ2: How are LGBT+ identities and issues presented in UK and PH university-related webpages?

Overall, our content analysis results indicated *mixed* presentation of LGBT+ identities and issues across UK and PH university-related webpages. On one hand, both UK HEIs and the better practice PH HEI overtly communicated institutional acceptance and support for LGBT+ identities across their webpages. Echoing Schenk Martin and colleagues' (2019) findings on the bulk of LGBT+ resources being made available through student-led groups, overt affirmation of LGBT+ social identities were most likely to be found in LGBT+ university group webpages. In contrast, LGBT+ university programmes and policies webpages received mixed ratings ranging from stigmatising, neutral, to affirming toward LGBT+ identities. Our cross-case comparisons also indicated an absent-negative LGBT+ digital campus climate for the weaker practice religious PH HEI. This finding echoes the results of McKinley and colleagues' (2014) cross-country analysis of UK and US college counselling centre websites which showed a concerning lack of LGBT-specific information across religious HEI websites.

Notably, qualitative content analysis of LGBT+ identity representation in UK and PH HEI webpages suggested an uneven focus on the negative aspects of having LGBT+ identities. For instance, university webpages that detail LGBT+ programmes/services tended to frame support within the context of marginalisation. From a social identity-minority stress standpoint (Meyer, 2015; Tajfel, 1982; Tajfel & Turner, 2004), although recognition of LGBT+ identities via LGBT+ programmes can function as minority coping resources, the emphasis on LGBT+ struggles across UK and PH HEI webpages arguably reinforces the 'negative distinctiveness' of LGBT+ identities as a marginalised group rather than promoting some form of 'positive distinctiveness', which would be more affirming for LGBT+ students. Put another way, it can be argued that recognising LGBT+ students by emphasising the negative aspects of LGBT+ identities implicitly reinforces the "positive ingroup distinctiveness" of cis-heterosexual identities; thereby still tacitly treating LGBT+ students as a minoritised outgroup (Tajfel, 1982; Tajfel & Turner, 1979).

On the whole, our findings echo Schenk Martin and colleagues' (2019) observations regarding the use of a "negative framework" for presenting LGBT+

issues across UK and PH HEI webpages. That is, our cross-case comparisons illuminated how even supposedly affirmative LGBT+ university group and programme webpages that advertise provisions for LGBT+ students unavoidably reference negative aspects of having an LGBT+ identity. In other words, HEIs need to be more mindful of both implicit cis-heterosexist biases and subtle anti-LGBT+ prejudices (see 7.4.2) that may (un)intentionally be communicated across university-related webpages. Since pervasive exposure to negative representation of LGBT+ identities reinforces structural and internalised anti-LGBT+ stigma (Herek, 2009; Herek & McLemore, 2013), our findings reiterate the need to improve LGBT+ digital campus climates globally (Pryor & Nachman, 2021).

7.3.3 Phase 3 summary

Our content analysis of university-related webpages indicate that digital LGBT+ campus climates vary across UK and PH HEIs. Consistent with their respective LGBT+ socio-political contexts, UK HEI websites provided more explicit information about LGBT+ inclusive provisions across their university group, programmes, and policy webpages than PH HEI websites. However, regardless of national context, our Phase 3 findings suggest that improving the visibility, accessibility, and intersectionality of available LGBT+ support infrastructures across UK and PH HEI webpages is still needed to create more positive digital LGBT+ campus climates globally (Pryor & Nachman, 2021; Taylor et al., 2018).

7.4 Triangulated discussion

Each phase of the project contributed to producing a nuanced picture of current LGBT+ campus climates. Phase 1 gave an overview of the ongoing presence of anti-LGBT+ prejudice across HEIs and how this disparately impacts academic and well-being outcomes for UK and PH LGBT+ students. Supplementing this, Phase 2 provided a more in-depth picture of LGBT+ students' campus perceptions and experiences and how mixed LGBT+ *physical* campus climates within their HEIs impact them. Finally, Phase 3 corroborates and extends Phases 1-2 by showing that anti-LGBT+ prejudice and mixed LGBT+ campus climates go beyond physical campus spaces and permeate *digital* campus spaces as well.

Whilst most of our Phase 1-3 findings were largely expected and consistent with US-based campus climate literature, when taken altogether they can shed light on a multi-level picture that is both contextually grounded within the UK and PH settings and yet also globally relevant. On the whole, triangulated Phase 1-3 findings emphasise the need to improve LGBT+ campus climates and outcomes globally. As results from all three phases illustrate how physical and digital UK and PH LGBT+ campus climates *reflect the socio-political context* for LGBT+ people in the UK and Philippines (7.4.1) and how UK and PH LGBT+ university students continually face the *negative impact of anti-LGBT+ prejudice across campus spaces* (7.4.2). More importantly however, following a social identity-minority stress-‘habitus-fit’ framework (Bourdieu, 1986; Meyer, 2003; Tajfel & Turner, 2004), our triangulated findings suggest that *fostering LGBT+ students’ social identity belonging* is crucial for creating better campus climates and addressing LGBT+ inequalities in HE (7.4.3).

The following subsections will discuss our triangulated findings in relation to existing LGBT+ campus climate literature, relevant psychological theories, and recent LGBT+ issues and global events. Table 7-1 to Table 7-3 summarise our triangulated key messages and recommendations alongside related Phase 1-3 results they were drawn from. Key message 1 illuminates how LGBT+ socio-political contexts influence experienced campus climates. Key message 2 illustrates how traditional and modern anti-LGBT+ prejudice affects LGBT+ campus climates and outcomes. Key message 3 considers how drawing from a social identity-minority stress-‘habitus-fit’ framework can help address LGBT+ inequalities in HE and broader society (Bourdieu, 1986; Meyer, 2003; Tajfel & Turner, 2004).

Table 7-1 Key message 1 triangulated results and recommendations

Triangulated finding	Theoretically informed recommendation	Phase 1 results	Phase 2 results	Phase 3 results
Key message 1: LGBT+ socio-political context influences experienced campus climate	National (country) level: Formalise positive LGBT+ recognition by passing adequate LGBT+ equality legislation <i>UK: Update LGBT+ equality legislation to world-leading standards</i> <i>PH: Approve passage of LGBT+ equality legislation</i>	Continued salience of traditional anti-LGBT+ prejudice can be linked to more religious-conservative PH context: <i>Significant ANOVA interaction effect for traditional anti-LGBT+ prejudice</i> <i>Higher PCA loading of traditional anti-LGBT+ prejudice items in the PH sample</i> Salient predictors in country regression models can be linked to presence/absence of national LGBT+ equality legislation: <i>UK: LV4 campus climate-habitus fit (affective aspect)</i> <i>PH: LV2 campus climate warmth and support (cognitive aspect)</i>	Salient issues highlighted and experienced by participants reflected LGBT+ socio-political context HEIs are situated in: <i>UK: “too white”, transphobia, trans rights debate (e.g. Gender Recognition Act reforms)</i> <i>PH: impact of religion, more traditional forms of anti-LGBT+ prejudice, basic LGBT+ rights debate (e.g. passage of SOGIE Equality Bill)</i> Participants’ suggestions for improving campus climates can be linked to presence/absence of national LGBT+ equality legislation: <i>UK: advancing provisions by recognising intersectionality & need for better trans support</i> <i>PH: developing basic provisions</i>	Availability of LGBT+ support infrastructures can be linked to presence/absence of national LGBT+ equality legislation: <i>UK: neutral-positive digital campus climate; there is online visibility of LGBT+ policies and programmes across UK HEI webpages</i> <i>PH: negative-absent digital campus climate; there is a lack of LGBT+ web content across PH HEI webpages</i> LGBT+ content (i.e. salient issues) on HEI webpages can be linked to LGBT+ socio-political context: <i>UK: coverage of transphobia, lack of trans provisions</i> <i>PH: discussions about the lack of LGBT+ inclusive policies</i>

7.4.1 Key message 1: LGBT+ socio-political context influences experienced campus climate

Our triangulated results highlight the link between ‘macro’ (national) socio-political climates and institutional (university) campus climates. In particular, they underscore how the presence/absence of LGBT+ equality legislation can influence LGBT+ students’ perceptions and experiences of campus climates within their HEIs. In Phase 1, this manifested as the *cognitive* aspect of campus climate perceptions consistently predicting PH LGBT+ students’ academic performance and academic persistence. In contrast to the *affective* aspect being a more salient predictor among UK LGBT+ students. National LGBT+ socio-political contexts likewise shaped the key issues and suggestions our UK and PH LGBT+ cohort highlighted in Phase 2. Finally, the influence of LGBT+ equality legislation on campus climates again manifested in the LGBT+ content we found across UK and PH university-related webpages in Phase 3.

In line with SIT (Tajfel & Turner, 1979, 2004), we postulate that *cognitively* perceiving LGBT+ support from HE students and staff, in spite of the lack of LGBT+ equality legislation, more strongly impacts PH LGBT+ students’ outcomes because such “symbolic acts” provide a form of institutional validation of their LGBT+ social identities (Pitcher et al., 2018). This explanation corresponds with US-based studies that have shown the positive impact of Safe Zone symbols on LGBT+ students’ campus climate perceptions (Evans, 2002; Katz et al., 2016). In other words, whilst it can be considered ‘basic’ or even cliché, until LGBT+ equality is achieved globally, we cannot discount the value of more symbolic representations of LGBT+ acceptance - especially within more traditionally conservative contexts.

Conversely, since national legislation such as the Equality Act (2010) explicitly mandates protection of LGBT+ identities across UK HEIs, we argue that *actually feeling* safe and comfortable within campus, rather than just cognitively knowing of LGBT+ policies/programmes, more saliently influences UK LGBT+ students’ academic performance and intentions to remain in their HEIs. Following a social identity-minority stress-‘habitus-fit’ framework (Bourdieu, 1986; Meyer, 2003; Tajfel & Turner, 2004), the presence of LGBT+ equality legislation and HE policies/programmes arguably function as minority coping

resources reassuring UK LGBT+ students of at least being legally protected against anti-LGBT+ discrimination. Thus, the more crucial factor shaping their campus climate experiences and outcomes involves *visibly* seeing and feeling LGBT+ acceptance and support from HE students and staff.

Findings from previous quantitative US campus climate studies (e.g. Crane et al., 2020; Garvey et al., 2018; Tetreault et al., 2013), including qualitative findings based on Rankin and colleagues' (2010) landmark study support this explanation. For instance, Garvey and colleagues' (2018) regression model indicated that compared to "institutional action perceptions" and "general campus perceptions", "perceptions of comfort" appeared as the strongest predictor of queer-spectrum students' academic success. Likewise, Blumenfeld and colleagues' (2016) qualitative analysis of Rankin and colleagues' (2010) survey showed that "positive campus climate" experiences of *feeling* physically safe and comfortable influenced LGBT+ students' decision to stay at their HEIs; while "negative campus climate" experiences of harassment and a general "climate of fear" exacerbated LGBT+ students' intentions of dropping out. Put simply, it seems that in more progressive LGBT+ socio-political contexts such the US and UK where LGBT+ equality legislation and HE policies/programmes already exist, validation of LGBT+ social identities comes more from *feeling* actual acceptance from HE students and staff (Tajfel & Turner, 1979, 2004), rather than symbolic knowledge of LGBT+ policies/programmes.

Triangulated results further illustrated how national socio-political issues toward LGBT+ inclusion can shape HE spaces for LGBT+ students. For instance, in line with the more religious-conservative context of the Philippines (Aurelio, 2020; UNDP-USAID, 2014), the negative impact of proscriptive Catholic beliefs on PH LGBT+ campus climates was apparent across physical *and* digital spaces. Supporting the results of LGBT+ studies involving religious US HEIs (e.g. Coley, 2019; Hughes, 2019), *both* PH university-related webpages and PH LGBT+ participants indicated more negative campus climates at religious PH HEIs than secular PH HEIs. Moreover, echoing the longstanding debate over the passage of national LGBT+ legislation in the Philippines (Madarang, 2022; Vergara, 2019), PH LGBT+ students consistently expressed dissatisfaction with the lack of official LGBT+ policies, programmes, and support infrastructures across PH HEIs. These

sentiments were corroborated by the visible lack of LGBT+ resources across PH university-related webpages.

On the other hand, given the more progressive LGBT+ socio-political context in the UK, *both* UK university-related webpages and UK LGBT+ students indicated comparatively better campus climates than their PH counterparts as evidenced through the existence of LGBT+ university groups, policies, and programmes across UK HEIs. However, echoing ongoing issues around structural racism and transphobia in wider UK society (Baska, 2022; United Nations, 2021b), our UK LGBT+ cohort emphasised the need for *more* intersectional and trans inclusive provisions across UK HE. This need was further substantiated by the lack of intersectional and trans resources across UK university-related webpages.

In brief, the gaps in UK and PH LGBT+ campus climates mirrored the gaps in progress toward LGBT+ equality in wider UK and PH society. More specifically, triangulated findings suggest that the disparity in LGBT+ legislation between national contexts translated as institutional differences in LGBT+ campus climates. That is, the difference between UK and PH campus climates was most apparent in relation to LGBT+ university policies, programmes, and support infrastructures, which in turn, shape UK and PH LGBT+ students' campus perceptions, experiences, and outcomes. These results support Campbell and Mena's (2021) recent findings relating LGBTQ+ state-level policies with the LGBTQ+ friendliness of US HEI websites.

When considered beyond the theoretical frameworks drawn upon in this thesis, a multi-level analysis emerges considering individuals within peer groups and clubs, institutional climates, and national socio-political contexts. That is, borrowing from Bronfenbrenner's ecological systems theory (1979), our findings highlight the potent impact macrosystems (LGBT+ equality legislation) might have on mesosystems (LGBT+ campus climate)¹⁹ and how the interplay between these systems then impact upon micro-level individual student cohorts (LGBT+ students). Therefore, our work opens up rich avenues for future work involving

¹⁹ As applied by Nguyen et al. (2018)

an ecological systems approach (Bronfenbrenner, 1979; see El Zaatari & Maalouf, 2022 for an application at the school level).

Overall, this key message highlights the link between LGBT+ socio-political contexts and campus climates. As triangulated findings suggest that the existence of national LGBT+ equality legislation in the UK appears to influence the presence of comparatively better LGBT+ campus climates in UK HEIs than PH HEIs. However, reflecting the LGBT+ socio-political context for LGBT+ people globally, the detrimental impact of anti-LGBT+ prejudice still remains a key issue impacting LGBT+ students, regardless of national context. Therefore reiterating the crucial need to progress LGBT+ equality globally. We will discuss this second key message in the section below.

Table 7-2 Key message 2 triangulated results and recommendations

Triangulated finding	Theoretically informed recommendation	Phase 1 results	Phase 2 results	Phase 3 results
<p>Key message 2:</p> <p>Traditional and modern anti-LGBT+ prejudice affecting LGBT+ campus climates and student psychosocial well-being</p>	<p>Institutional (HEI) level:</p> <p>Consistently develop positive LGBT+ visibility and awareness through LGBT+ inclusive university policies and programmes</p> <p><i>UK: Review and improve intersectionality of LGBT+ inclusive policies, programmes, student groups</i></p> <p><i>PH: Create and implement official LGBT+ inclusive policies, programmes, student groups</i></p>	<p>Above average scores for endorsement of anti-LGBT+ prejudice across national contexts</p> <p>More negative campus climate perceptions, experiences, outcomes for LGBT+ students than cis-heterosexual students across national contexts</p>	<p>Participants described adverse impact of anti-LGBT+ prejudice and negative campus climates on their psychosocial well-being</p> <p>Participants' coping strategies can be linked to LGBT+ socio-political context their HEIs are situated in:</p> <p><i>UK: "toning down" LGBT+ identities</i></p> <p><i>PH: "totally concealing" LGBT+ identities</i></p> <p>Trajectory of participants' LGBT+ identity development can be linked to LGBT+ socio-political context their HEIs are situated in:</p> <p><i>UK: development of "identity acceptance" and/or "identity pride"</i></p> <p><i>PH: experiences of "identity confusion", "identity tolerance", "identity acceptance"</i></p>	<p>Manifestations of traditional and modern anti-LGBT+ prejudice on HEI webpages:</p> <p><i>Use of outdated/offensive LGBT+ terminologies</i></p> <p><i>Negative framework for LGBT+ content (emphasis on negative issues associated with being LGBT+)</i></p>

7.4.2 Key message 2: Traditional and modern anti-LGBT+ prejudice affecting LGBT+ campus climates and student psychosocial well-being

Collectively, Phases 1-3 emphasise the need to continue advancing global LGBT+ equality as triangulated results illustrated how the persistence of anti-LGBT+ prejudice manifests as negative physical *and* digital LGBT+ campus climates. Consistent with our social identity-minority stress-‘habitus-fit’ framework (Bourdieu, 1986; Meyer, 2003; Tajfel & Turner, 2004), the presence of negative campus climates disparately impact UK and PH LGBT+ students’ psychosocial well-being. Aside from exacerbating health inequalities for an already marginalised group (O’Handley & Courtice, 2022), the persistence of negative LGBT+ campus climates should be an urgent global concern because education is a basic human right (United Nations, 2019, n.d.). Moreover, a significant amount of empirical evidence links HE attrition to substantial economic and societal costs (Badgett, 2020). Including but not limited to poorer social mobility (Crawford et al., 2016) and lower macro-economic growth (Badgett et al., 2019).

Whilst our triangulated results notably suggest the continued salience of *traditional* anti-LGBT+ prejudice in the PH context, they further underscore the ubiquity of *modern* anti-LGBT+ prejudice globally as covert and subtle forms of harassment and discrimination permeated the experiences of UK *and* PH LGBT+ students across physical *and* digital HE spaces. Although more modern forms of prejudice are less blatant than traditional anti-LGBT+ prejudice (Morrison & Morrison, 2003), we argue that they can be more insidious because they are more likely to be missed, or even worse, dismissed by both cis-heterosexual and LGBT+ people.

For example, consistent with previous campus climate studies (e.g. Mathies et al., 2019; Schenk Martin et al., 2019), our triangulated results showed the preponderance of subtle anti-LGBT+ verbal harassment on campus, including the use of outdated LGBT+ terminologies and negative framing of LGBT+ issues across UK and PH university websites. In fact, even the UK HEI case study for better practice toward LGBT+ inclusion, which is theoretically the ‘gold standard’ among our Phase 3 case studies, used outdated language and negative framing of LGBT+ identities. Such oversights in LGBT+ sensitivity may partly

explain why, despite the presence of LGBT+ inclusive policies in UK HE, our UK cohort still questioned the authenticity of their HEIs' acceptance of LGBT+ identities. In other words, whilst subtle manifestations of anti-LGBT+ prejudice may seem innocuous on the surface, our findings show that they inevitably impact LGBT+ students' campus perceptions and experiences. Put simply, *all* forms of anti-LGBT+ prejudice remain harmful and can have deleterious consequences for LGBT+ students. And thus need to be considered critically within HE policies, programmes, and practices.

Specifically, consistent with US campus climate literature (e.g. Crane et al., 2020; Greathouse, BrckaLorenz, Hoban, Huesman, et al., 2018; Woodford & Kulick, 2015) and a social identity-minority stress-'habitus-fit' framework (Bourdieu, 1986; Meyer, 2003; Tajfel & Turner, 2004), our triangulated results demonstrate how both overt *and* covert forms of prejudice adversely impact UK and PH LGBT+ students' psychosocial outcomes such as their feelings of safety and comfort, academic and social engagement, drop-out intentions, and LGBT+ identity development. However, as discussed previously (see 7.2.2, 7.4.1), the valence and trajectory of the impact on our LGBT+ cohort can be linked to the LGBT+ socio-political context surrounding them.

For instance, reflecting the salience of traditional anti-LGBT+ prejudice and more overt presence of minority stress in the PH context, PH LGBT+ students experienced heightened psychosocial regression than their UK counterparts. In particular, given the increased physical and psychological risks associated with the lack of national and institutional anti-LGBT+ discrimination policies, concealing their LGBT+ identities was common among PH LGBT+ students. Thus limiting their growth as LGBT+ individuals. On the whole, compared to UK LGBT+ students, our PH cohort described processes akin to the *early* stages of LGBT+ identity development (Cass, 1979; D'Augelli, 1994).

At best, finding pockets of safe spaces within their HEIs gave PH students an opportunity to explore and express their LGBT+ identities for the first time. Thereby helping them develop a sense of "identity tolerance" or a minimal level of "identity acceptance" (Cass, 1979). For participants from more conservative-religious backgrounds and religious PH HEIs, this meant realising that there are others like them and that being LGBT+ was *at least* "okay" (Cass, 1984). For

participants in secular PH HEIs, where LGBT+ campus climates are slightly better, this meant finding a sense of community within LGBT+ student groups which helped them develop social capital (Bourdieu, 1986) and minority resilience (Meyer, 2015) for combating instances of anti-LGBT+ prejudice within their HEIs.

Conversely, given the comparatively better LGBT+ national and institutional climates in UK HEIs, UK LGBT+ students experienced less extreme forms of psychosocial regression. For instance, “*toning down*” rather than concealing their LGBT+ identities and/or feigning indifference toward other students and staff instead of completely avoiding interactions with them. In line with a social identity-minority stress framework (Meyer, 2003, 2015; Tajfel, 1974; Tajfel & Turner, 2004), we postulate that the availability of minority coping resources such as LGBT+ inclusive policies and support infrastructures across UK HEIs helped mitigate blatant expressions of anti-LGBT+ prejudice and reduce levels of social identity threat among UK LGBT+ students. Thus allowing them to more freely explore and express their LGBT+ identities on campus, and facilitated more *advanced* stages of LGBT+ identity development (Cass, 1979; D’Augelli, 1994). In particular, our results suggest that positive exposure to LGBT+ “subculture” through LGBT+ university groups and encounters with proudly out students and staff helped our UK cohort develop “identity acceptance” and/or “identity pride” (Cass, 1979, 1984), social capital (Bourdieu, 1986), and minority coping resources (Meyer, 2015) as LGBT+ people.

Overall, triangulated results show that experiencing anti-LGBT+ prejudice through negative campus climates adversely affect UK and PH LGBT+ students’ psychosocial well-being. Notably, our findings also indicate that experiencing LGBT+ affirmative campus climates - through positive interactions with other LGBT+ students and staff - can benefit UK and PH LGBT+ students’ psychosocial growth. Put another way, consistent with a social identity-minority stress-‘habitus-fit’ framework (Bourdieu, 1986; Meyer, 2015; Tajfel & Turner, 2004), our participants’ LGBT+ social identities also functioned as a “social cure” providing them with minority coping resources in the form of social support and affirmation of their LGBT+ identities (Haslam et al., 2018; Haslam et al., 2022). We will elaborate on this final key message in the next section.

Table 7-3 Key message 3 triangulated results and recommendations

Triangulated finding	Theoretically informed recommendation	Phase 1 results	Phase 2 results	Phase 3 results
Key message 3: A theoretically informed model for addressing LGBT+ inequalities	Individual (LGBT+ students) level: Promote and provide overtly positive intersectional LGBT+ representation across student spaces and groups	Key role of social identity belonging (SIB): <i>Non-significant ANOVA SOGI main effect for SIB**</i> <i>SIB as mediator in CPA model</i>	Participants described positive impact of social identity belonging via LGBT+ student groups, policies, programmes Participants' suggestions for improving LGBT+ campus climates centred on the importance of fostering LGBT+ social identity belonging within their HEIs	Best practice suggestions from case study comparisons emphasise the importance of communicating institutional acceptance of LGBT+ identities by clearly and consistently promoting positive intersectional LGBT+ representation and support infrastructures across HEI webpages

** *unexpected finding*

7.4.3 Key message 3: A theoretically informed model for addressing LGBT+ inequalities

Altogether SIT (Tajfel, 1974; Tajfel & Turner, 1979, 2004), MSM (Meyer, 2003, 2015), and Bourdieu's field theory (Bourdieu, 1977; 1986, 1993) gave us a framework for understanding how LGBT+ inequality manifests and persists at the 'macro' structural (country, HEI) and 'micro' individual (SOGI) levels. However, drawing on the same interdisciplinary framework, our triangulated findings further suggest a key pathway for improving LGBT+ equality across these levels (see 7.5).

One of the key - but initially unexpected - findings of this thesis was the non-significant difference between LGBT+ and cis-heterosexual students' social identity belonging within their HEIs. Though initially surprising, this quantitative finding eventually made sense in triangulation with qualitative findings. That is, triangulated results revealed how developing LGBT+ students' social identity belonging via explicit and consistent promotion of positive LGBT+ representation, visibility, and recognition across university groups, policies, and programmes contributes to more positive campus climates and outcomes for UK and PH LGBT+ university students.

Corroborating the findings of US campus climate studies illustrating the positive impact of LGBT+ student groups on LGBT+ students' personal development (e.g. Coley & Das, 2020; Nguyen et al., 2018; Pitcher et al., 2018), our results showed how the presence of LGBT+ inclusive student groups helped UK and PH LGBT+ students find a sense of community and belonging within their universities despite ongoing experiences of anti-LGBT+ prejudice and negative campus climates. From a social identity-minority stress-'habitus-fit' standpoint (Bourdieu, 1986; Meyer, 2003; Tajfel & Turner, 2004), *positive* LGBT+ representation in LGBT+ student groups served as a key minority coping resource that buffered LGBT+ students from the adverse impact of minority stressors by providing them with important social capital and increased 'habitus-fit' within an otherwise cis-heteronormative field. In fact, for LGBT+ students from more conservative-religious backgrounds and religious PH HEIs, LGBT+ inclusive student groups functioned as the primary, if not the only, safe space for exploring and expressing their LGBT+ identities. Put simply, connecting with

fellow LGBT+ 'in-group' university members allowed access to valuable coping resources and support networks that facilitated feelings of comfort, belonging, and psychosocial well-being within their HEIs.

In the same vein, consistent with our social identity-minority stress-'habitus-fit' framework (Bourdieu, 1986; Meyer, 2003; Tajfel & Turner, 2004), our triangulated findings highlight the value of LGBT+ inclusive policies and programmes as minority coping resources at the 'macro' structural level (7.5.1, 7.5.2). At one end, *official* LGBT+ university policies can offer practical protection against distal minority stressors like more overt forms of anti-LGBT+ prejudice. Likewise, LGBT+ university programmes such as LGBT+ events and courses can provide additional opportunities for developing LGBT+ social and cultural capital. Additionally, on a more symbolic level, as formal LGBT+ support infrastructures within HEIs, the presence of LGBT+ policies and programmes provides *institutional* validation of LGBT+ social identities which can help LGBT+ students feel recognised and respected within their universities.

In brief, triangulated findings indicate that UK and PH LGBT+ students collectively valued seeing themselves positively represented in student groups, overtly acknowledged in HE policies, and consistently recognised in university programmes. However, linking back to Key message 1, each cohort's suggestions for improving LGBT+ campus climates were commensurate to the LGBT+ socio-political context their HEIs were situated in. For instance, whilst PH LGBT+ students' suggestions revolved around establishing *basic* LGBT+ rights and support provisions across PH HE, UK LGBT+ students recommended *advancing* already existing *basic* support infrastructures within their HEIs. Connecting to an ecological systems approach (Bronfenbrenner, 1979), our findings showcase the interaction between 'national' (country) macrosystems and 'institutional' (HEI) mesosystems in shaping individual (student) and student cohort experiences. At the same time, these results also highlight the importance of meeting diverse student needs especially physical *and* psychological needs for safety, respect, and belonging within campus spaces (Hale et al., 2019; Maslow, 1943).

Thus, this thesis draws attention to the importance of LGBT+ equality legislation/policies as essential tools for ensuring LGBT+ safety. That is, macro-level interventions at both national (country) and institutional (HEI) levels should

be an utmost concern for HE stakeholders. However, once such infrastructures are in place, our triangulated findings then point out the need for HEIs to go *beyond* symbolic gestures of inclusion. HE stakeholders need to cultivate LGBT+ students' sense of university belonging by *consistently* promoting positive LGBT+ recognition, visibility, and representation across university groups, policies, and programmes (see 7.5).

Building on this, our integrative CPA model notably suggests that whilst LGBT+ students would clearly benefit from positive LGBT+ campus climates, having LGBT+ inclusive campuses is *especially* important for LGBT+ students who are 'less out' or perhaps still exploring their LGBT+ identities. From a social identity (Tajfel & Turner, 1979, 2004) and identity development (Cass, 1979; D'Augelli, 1994) standpoint, it can be argued that being visibly out could be indicative of a stronger sense of identity achievement and potentially better LGBT+ support networks and minority coping resources (Cass, 1984; Meyer, 2015). On the other hand, being less out could be interpreted as being in the early stages of "identity confusion", "identity comparison", or "identity tolerance" (Cass, 1979, 1984). In other words, LGBT+ students with lower levels of outness may be less comfortable with their LGBT+ identities and have less access to LGBT+ minority coping resources (Meyer, 2015). Therefore, explicit LGBT+ acceptance and support from their HEIs would fundamentally be more valuable to them. It follows that our integrative CPA model shows that perceiving warm and supportive LGBT+ campus climates has a *stronger* positive effect on 'less out' LGBT+ students' university belonging.

Thus, this thesis sheds light on the need to recognise the diversity within LGBT+ student experiences. At the same time, it emphasises that creating safe and inclusive campus climates is not a 'one-size-fits-all' approach. Our triangulated findings underscore the necessity for more critical and intersectional examinations of who is *actually* included in LGBT+ campus spaces because our results suggest that white, cis-gay-centric undergraduate student experiences dominate these spaces, to the detriment and exclusion of multiple minoritised identities such as LGBT+ POC, non-traditional LGBT+ students, and LGBT+ students with disabilities.

In sum, using an interdisciplinary framework to guide our multi-phased comparative assessment of UK and PH LGBT+ campus climates, our triangulated findings offer well-substantiated and theoretically informed recommendations for improving LGBT+ equality in HE. Specifically, triangulated results suggest that fostering LGBT+ students' social identity belonging within their universities meaningfully contributes to addressing LGBT+ inequalities by improving LGBT+ campus climates and psychosocial outcomes.

7.5 Policy and practice implications and recommendations

Our work has important implications for developing LGBT+ inclusive policies and practices. Drawing on triangulated Phase 1 statistical findings, Phase 2 lived experience narratives, Phase 3 documentation of LGBT+ university-related webpages, and our social identity-minority stress-'habitus-fit' framework (Bourdieu, 1986; Meyer, 2003; Tajfel & Turner, 2004), we propose the following recommendations centred on developing LGBT+ social identity belonging in HE through promoting positive LGBT+ recognition, visibility, and representation in order to improve LGBT+ equality in HE and in society more broadly. The specific recommendations we propose in the following subsections are *simple* steps. But our triangulated and theoretically-informed findings indicate that they can have a substantial impact on improving LGBT+ campus climates and psychosocial outcomes.

7.5.1 National level: Formalise positive LGBT+ recognition by passing adequate LGBT+ equality legislation

The presence of national LGBT+ equality legislation validates LGBT+ identities by providing LGBT+ recognition and representation in law and promoting national awareness of LGBT+ identities and issues. It functions as an important minority coping resource at the national level as it provides the basis for support infrastructures that can trickle down to the institutional (HEI) level.

Specific to the UK context, we recommend key reforms to the Gender Recognition Act ("Gender Recognition Act," 2004) and Gender Recognition Reform Bill ("Gender Recognition Reform (Scotland) Bill," 2022) centred on de-medicalisation, self-determination, and recognition of trans *and* non-binary

identities. Although current legislation provides legal gender recognition of trans people and recognises their rights to use services matching their gender, existing administrative processes remain unnecessarily difficult and inaccessible to trans and non-binary people (Garton-Crosbie, 2022; Stonewall, 2020). These bureaucratic barriers trickle down to the university level exacerbating the constant misgendering, deadnaming, disrespect, and marginalisation that trans and non-binary students repeatedly experience from HE staff and students.

Specific to the PH context, we recommend the urgent passage of the long-overdue Sexual Orientation Gender Identity Expression (SOGIE) Equality Bill ("Senate Bill No. 689," 2019) to protect all members of the public, including LGBT+ people, from SOGI-based discrimination and harassment (CNN Philippines Life Staff, 2020). Although local anti-discrimination ordinances exist (e.g. 21 out of 1,634 cities, 6 out of 81 provinces; Yarcia et al., 2019), the lack of a national anti-discrimination law leaves PH LGBT+ people virtually unprotected from subtle and overt forms of harassment and discrimination across all settings (e.g. education - Human Rights Watch, 2017; public spaces - Madarang, 2022; workplace - Vergara, 2019), including HE spaces as documented in this thesis.

Due to transphobic disinformation campaigns, trans and non-binary rights in the UK continue to lag behind world-leading standards and may in fact be under threat of being rolled back (Scottish Trans, 2022; Wakefield, 2022). Similarly, religious-conservative misconceptions have deterred passage of the SOGIE Equality Bill for the last 22 years (Moya, 2022). Our findings provide solid evidence for the urgent need to pass adequate UK and PH equality legislation that recognises and protects *all* LGBT+ identities *now*. However, having LGBT+ equality legislation at the national level is only the first step. Concretely and consistently implementing it in practice is the next step as discussed below.

7.5.2 Institutional level: Consistently develop positive LGBT+ visibility and awareness through LGBT+ inclusive university policies and programmes

Like national legislation, having LGBT+ inclusive university policies and programmes reinforces institutional validation of LGBT+ identities, which can help foster LGBT+ students' sense of social identity belonging within their HEIs.

However, as evidenced by our UK findings, having generic inclusive policies and programmes is not enough. In fact, it is crucial to *consistently* develop positive LGBT+ visibility and awareness through *continual* promotion and updating of LGBT+ inclusive policies and programmes. Not only would this help LGBT+ students feel more welcomed within their HEIs, it can also increase HE staff and cis-heterosexual students' awareness of LGBT+ identities and issues. And ideally translate to greater LGBT+ sensitivity and concrete action against overt and subtle anti-LGBT+ harassment such as calling out anti-LGBT+ slurs and incorporating LGBT+ topics in the curriculum.

For UK HEIs, we specifically recommend *overt* communication of available LGBT+ policies, programmes, and resources. Since LGBT+ support infrastructures already exist in UK HE, it is essential that these are made *accessible* to LGBT+ students via *clear and consistent* promotion by HE staff, student groups, and HEI webpages. Importantly, HE administrators should also ensure that LGBT+ policies, programmes, and resources are consistently reviewed and updated to reflect the diverse needs of intersectional LGBT+ identities. To this end, we recommend regular signposting of anti-LGBT+ discrimination policies with an emphasis on proscribing subtle forms of harassment. We also recommend HEIs to invest in supporting the creation of more *intersectional* LGBT+ student groups and spaces. This includes improving the provision of gender-neutral facilities, hosting events specifically recognising and celebrating LGBT+ POC, having dedicated groups and support for non-traditional LGBT+ students. We further recommend conducting *updated* LGBT+ awareness and sensitivity training in collaboration with LGBT+ organisations and student groups who would be most knowledgeable about current intersectional LGBT+ needs and issues.

For PH HEIs, we specifically recommend developing and implementing LGBT+ policies, programmes, and resources as these are currently non-existent in PH HE. To start with, we recommend having *explicit* anti-LGBT+ discrimination policies, *institutionally recognised* LGBT+ student groups, and conducting *mandatory* LGBT+ awareness and sensitivity training for *all* students and staff. By overtly conveying institutional acceptance and support for LGBT+ people, these recommendations work towards improving LGBT+ students' feelings of safety, comfort, and belonging within their HEIs.

As spaces of learning and knowledge exchange, we call on universities to be *more than a microcosm of society*. Instead of reproducing existing societal prejudices and inequalities, education should be shaping more inclusive societies. In other words, HEIs should take a more proactive role in designating themselves as a place of “safety, solidarity, and empowerment” for *all* marginalised and minoritised identities (Universities of Sanctuary, 2022, para. 1). This is especially needed for LGBT+ students within socio-political contexts that do not legally recognise LGBT+ identities such as the Philippines. Fulfilling their ‘duty of care’ toward students (Hughes & Spanner, 2019) includes ensuring that there are *at least* dedicated university support provisions for different minoritised groups. However, as evidenced by our triangulated findings, this ‘singular’ approach to supporting marginalised groups is not enough because it risks exclusion of intersectional and multiple minoritised identities. Thus, building on the ‘whole university approach’ to mental health (de Pury & Dicks, 2021), we urge HEIs to collaborate more closely with various grassroots organisations and student groups to co-produce policies and programmes tailored towards challenging different forms of prejudice and addressing diverse needs of LGBT+ POC, non-traditional students, students with disabilities and other intersectional identities. After all, making ‘education for all’ (United Nations, n.d.) means that students - regardless of SOGI, race/ethnicity, disability, other marginalised identities - must be made to feel welcomed, supported, and that they belong within their institutions.

7.5.3 Individual level: Promote and provide overtly positive intersectional LGBT+ representation across student spaces and groups

As our work has shown, positive LGBT+ visibility and representation can be an invaluable symbol signalling acceptance and recognition for LGBT+ identities thereby contributing to LGBT+ students’ sense of habitus-fit and belonging within their HEIs. Whilst our final recommendation is targeted to individuals, we emphasise the foremost and immediate need for macro-level interventions recommended above (7.5.1, 7.5.2). After all, the onus to fix systemic inequalities should not be on already marginalised individuals but on the structures that inherently perpetuate these inequalities. Furthermore, the

minority coping resources individuals can access are limited by the support infrastructures available to them (Meyer, 2015).

For instance, although LGBT+ inclusive student groups act as a key resource for LGBT+ students, our findings show that the psychosocial benefits of belonging to an LGBT+ student group is only possible *if* there is an institutionally recognised LGBT+ student group on campus. At the same time, as our findings also highlight, having LGBT+ student groups is only half the equation. Structural norms within LGBT+ student groups and spaces can inadvertently exclude individuals with multiple minoritised identities such as LGBT+ POC, non-traditional LGBT+ students, LGBT+ students with disabilities.

Thus, we recommend LGBT+ students to promote and provide overtly positive *intersectional* LGBT+ representation across student spaces and groups. This means being more aware and sensitive to the diversity within the LGBT+ community beyond the typically white middle-class, able-bodied, cis-gay-centric undergraduate student experience.

We encourage more 'out and proud' LGBT+ students to continue creating visibly safe, affirmative, and *intersectional* spaces because these spaces are important. Especially for their peers who are still exploring or may be less comfortable with their LGBT+ identities, and even more so for LGBT+ with intersecting minoritised identities. It is important for you to let them know that there are others like them and that they are welcome in LGBT+ community spaces.

For LGBT+ students who are only just beginning to explore their identities, we hope that our research can assure you that you are not alone. There are safe and affirmative spaces for you, even amidst the presence of anti-LGBT+ prejudices and negative campus climates. We encourage you to seek these safe spaces out, if you are able to.

However, as noted above, we reiterate that the obligation to clearly create and promote positive intersectional LGBT+ resources primarily lies with national and institutional (HE) administrators. We invite nations and HEIs to continually challenge all forms of prejudice and to create safe and inclusive spaces for all.

7.5.4 Future research

Building on our research findings and limitations, we suggest several avenues for future research (see also Table 1-3). First, more campus climate studies should be carried out focusing on large, or exclusively, trans, LGBT+ POC, LGBT+ with disability, and non-traditional students globally. Likewise, more comparative campus climate assessments across national contexts are needed. In particular, we recommend comparing physical and digital campus climates for trans and cisgender students across nationalities of differing institutional policies and levels of trans inclusion, LGBT+ students in STEM (Science, Technology, Engineering, and Mathematics) and SHAPE (Social Sciences Humanities & the Arts for People and the Economy) disciplines, full-time and part-time/distance learning study, and different HEI types (e.g. religious/secular, private/public, urban/rural).

Given the complex relationship between campus climate and its outcomes for LGBT+ students, future research should further test other potential mediators and moderators such as internalised anti-LGBT+ prejudice, LGBT+ identification, social identity complexity, social and cultural capital - including revisiting the role of religion and religiosity - using a larger and more diverse LGBT+ cohort in wider cultural and institutional fields. Considering the salience of traditional anti-LGBT+ prejudice in our PH sample, PH researchers may want to specifically explore the prevalence, manifestations, and impact of internalised anti-LGBT+ prejudice among PH LGBT+ students. Similarly, UK and PH researchers may want to nuance aspects of “toxic masculinity” and/or “lad culture” contributing to LGBT+ discomfort in various spaces. Along with testing interventions that can develop LGBT+ students’ sense of belonging and connectedness within these spaces such as the Groups 4 Health intervention (Haslam et al., 2016).

Having provided updated UK and baseline PH campus climate data through this thesis, future work could start focusing on tracking the impact of EDI initiatives on LGBT+ campus climates using longitudinal and/or experimental designs. As well as giving more attention to evaluating digital LGBT+ campus climates in light of the shift to hybrid education brought about by the COVID-19 pandemic. Likewise, it would be interesting for future studies to expand the campus

climate literature to the perceptions, experiences, and outcomes for LGBT+ staff in order to gain an additional perspective on LGBT+ inequalities in HE.

7.6 Limitations of the project

We acknowledge several limitations relating to our methods, sample, measures, and results:

First, although we originally planned to conduct a mixed-methods sequential explanatory design, logistical constraints in scheduling FGs and interviews in the Philippines prevented us from completing Phase 1 analysis before commencing Phase 2 data collection. Nevertheless, we capitalised on employing a concurrent triangulation design mixed-method approach that still allowed us to collect diverse but complementary data strands providing a more holistic and well-substantiated picture of the campus climate for UK and PH LGBT+ students (Creswell & Plano Clark, 2007). In fact, despite not being able to include additional questions regarding LGBT+ students' social identity belonging within their HEIs to facilitate making sense of our unexpected Phase 1 ANOVA results, LGBT+ social identity belonging still came out as a salient theme in Phase 2 analyses and we used this finding to inform our CPA model (Phase 1) and CA framework (Phase 3).

In terms of our sample across Phases 1-3, the following points should be noted. Overall, despite collecting a large amount of data that included students with various SOGI, racial/ethnic identities, and years/fields of study across a wide range of UK and PH HEIs, insufficient and unequal cell sizes prevented more nuanced comparisons across SOGI, racial/ethnic identities, years/fields of study, and HEI types. Similarly, despite including multiple types of UK and PH HEIs, we recognise the need for more representative sampling of students and HEIs outside of Glasgow and Metro Manila, particularly considering our triangulated findings highlighting the need for more intersectional LGBT+ campus climate research. Related to this, we further acknowledge that our use of convenience and snowball sampling recruitment through LGBT+ student groups and the primary researcher's LGBT+ networks may have excluded the perspectives and experiences of LGBT+ students who are less out/comfortable with their LGBT+ identities. On the whole, however, it is important to note that we achieved our

primary goal of comparing campus climates for UK/PH LGBT+ and cis-heterosexual students leading to well-substantiated recommendations for advancing global LGBT+ equality in HE and in society more broadly.

Although our research advances the campus climate literature by incorporating multiple measures of campus climate attitudes, perceptions, experiences, and outcomes, we note several limitations to our measures/indicators. Whilst our triangulated findings support the salient role of national LGBT+ legislation in shaping campus climates, we acknowledge that using LGBT+ equality legislation as the primary indicator for comparing UK and PH LGBT+ socio-political contexts is imperfect. That is, explicit national policies protecting against LGBT+ discrimination, harassment, and unequal treatment in law is only one possible indicator of LGBT+ socio-political climates. Such a measure can also be a 'blunt instrument', and explicit measures of intra-national socio-cultural perceptions can offer a more nuanced consideration of national LGBT+ climate and micro-climates. We also acknowledge the issues associated with using a composite measure of anti-LGBT+ prejudice (Worthen, 2012). However, given our focus on providing a holistic picture of UK and PH LGBT+ campus climates, we deemed it appropriate to adapt a composite measure assessing general prejudice against LGBT+ people in order to minimise respondent fatigue in the online survey. Finally, despite incorporating questions that asked about multiple aspects of SOGI based on best practice recommendations such as "*Do you consider yourself to be gay/lesbian/bisexual/asexual...*" and "*...Do you identify as trans?*" (Badgett et al., 2009; Human Rights Campaign Foundation, n.d.; Stonewall, 2016; Stonewall Scotland & Scottish Trans Alliance, 2017). In light of our triangulated findings related to the importance of social identity belonging, we acknowledge the need for explicit measures assessing the salience of LGBT+ social identity and internalised prejudice among LGBT+ respondents to better nuance how anti-LGBT+ attitudes and identification might manifest differently across contexts.

Following from the limitations mentioned above, we highlight several caveats regarding the generalisability of our findings. Specific to Phase 1, it should be noted that despite our relatively large sample size, our quantitative results relied on cross-sectional data and the effect sizes we found were also relatively small. Therefore, despite solid theorisation based on a social identity-minority stress-'habitus-fit' framework (Bourdieu, 1986; Meyer, 2003; Tajfel & Turner,

2004), our findings cannot be used to establish causality and should be interpreted with caution. Regarding our qualitative findings, it is worth reiterating that the use of convenience and snowball sampling may have skewed our participant pool towards LGBT+ students who were most keen to discuss their LGBT+ campus climate experiences. We may have also missed out on underrepresented LGBT+ voices such as LGBT+ students from more conservative-religious/non-traditional backgrounds/fields, LGBT+ POC UK students, and/or those still exploring their LGBT+ identities. Whilst this precluded comparisons across groups (e.g. religion, race/ethnicity, discipline, year level, age), it can be argued that the lack of LGBT+ participants from more conservative-religious/non-traditional backgrounds/fields and LGBT+ POC UK students are additional findings that emphasise the need for intersectional LGBT+ HE spaces where underrepresented LGBT+ students can feel comfortable enough to participate in. Finally, it is important to note that our Phase 3 results are based on webpage data collected between March-July 2021. Since websites are living documents that are constantly updated, it is worth highlighting that UK and PH digital LGBT+ campus climates may have changed since our analysis. At the same time, the shift to remote learning as a result of the COVID-19 pandemic may have also impacted our data collection in that the UK and PH university-related webpages we reviewed included more explicit LGBT+ support information/resources (e.g. Condic, 2021; Seidel et al., 2020). Overall however, our triangulated findings nevertheless reflect the need to improve physical and digital LGBT+ campus climates globally.

7.7 Strengths and contributions of the project

Our work has several methodological strengths, theoretical contributions, and practical applications worth acknowledging. Foremost, to our knowledge, this thesis is the first to employ a multi-phased, mixed-method, cross-country comparative campus climate assessment between a European, more LGBT+ progressive national context (UK) and a non-western, religious-conservative setting (PH) producing a triangulated understanding of physical *and* digital campus climates for LGBT+ students outside of the US HE context.

Methodologically, our work makes a unique contribution by using a ‘multiple perspective’ approach that integrates both *primary* large-scale survey, in-depth

focus group/interview, and *secondary* institutional website data, to assess various aspects of campus climate and outcomes for LGBT+ and cis-heterosexual students across different UK and PH HEIs. Whilst we considerably drew on Rankin and colleagues' (2003, 2010) seminal work on US LGBT+ campus climates, our novel design incorporated well-validated measures of *traditional* and *modern* anti-LGBT+ attitudes, *cognitive* and *affective* campus climate perceptions, *personal* and *ambient* experiences of harassment, and several academic and well-being outcomes, which existing campus climate studies have either overlooked or used separately but never integratively. Put simply, we conducted a more nuanced assessment of *physical* LGBT+ campus climates by comparing *multiple* aspects of campus climate attitudes, perceptions, and experiences of LGBT+ and cis-heterosexual students across *multiple* UK and PH HEIs, alongside examining how wider socio-political national contexts and institutional climates impact key student outcomes such as academic persistence, social identity belonging, and psychological well-being. Our work makes an additional contribution by incorporating a timely investigation of *digital* LGBT+ campus climates - perhaps the first of its kind in the UK and PH HE context - to complement our comprehensive physical LGBT+ campus climate assessment. However, beyond addressing the methodological limitations of its predecessors through its integrative approach, the biggest methodological strength of our work lies in its triangulated design that *cumulatively* builds on the findings of each phase. Collectively, Phases 1-3 addressed the overarching question "what is the campus climate for LGBT+ students?" using diverse but complementary data strands. Thus enabling analyses and recommendations at the 'macro' institutional and 'micro' individual levels.

Related to this, our work also makes several theoretical contributions. First, it extends the applicability of US-based conceptualisations of campus climate to the UK and PH contexts, thus validating its multi-faceted nature as a construct comprising attitudes, perceptions, and experiences (Rankin, 2005). In particular, our triangulated findings illustrate the value in exploring each aspect separately as their salience can differ across national and institutional contexts. Likewise, our triangulated results suggest the importance of exploring 'physical' and 'digital' campus climates as distinct spheres that may overlap and/or reinforce one another. That is, our work demonstrates the added value in assessing

multiple facets of *both* physical and digital LGBT+ campus climates in order to progress our understanding of the diverse experiences and needs of LGBT+ students globally. Second, by drawing on seminal social psychological and sociological frameworks such as SIT (Tajfel & Turner, 1979, 2004), MSM (Meyer, 2003, 2015), and Bourdieu's field theory (Bourdieu, 1977, 1986, 1993; Bourdieu & Wacquant, 1992), we show the utility of applying an interdisciplinary framework to better understand the implications of belonging to a minoritised social group. That is, consistent with a social identity-minority stress-'habitus-fit' framework, we illuminated the key role of 'LGBT+ identification' as a factor through which social processes and societal structures impact various outcomes (Bourdieu & Passeron, 1977; Haslam et al., 2018; Meyer, 2015). Crucially, this allowed us to theoretically examine how inequalities manifest and interconnect across individual (LGBT+ social identity) and structural (LGBT+ HE policies, national LGBT+ equality legislation) levels. Therefore enabling us to make specific recommendations at the national (country), institutional (HEI), and individual (LGBT+) levels (see 7.5.1, 7.5.2, 7.5.3).

Finally, and perhaps most importantly, by providing updated baseline UK and PH LGBT+ campus climate data, our work assists in addressing intersectional inequalities in HE. Thus far, our research has informed reports and discussions on LGBT+ equality in UK and PH HE. For instance, our preliminary findings were cited in the University of Glasgow Equality and Diversity Unit's submission to the 2019 Stonewall Workplace Equality Index and the University of the Philippines Center for Women's and Gender Studies' revised proposal for the first anti-LGBT+ discrimination policy in PH HE.

In sum, this thesis makes an original contribution by advancing the conceptualisation and application of LGBT+ campus climate research; establishing much needed baseline PH LGBT+ campus climate data; providing a timely update of UK LGBT+ campus climate data; and offering a more nuanced understanding of LGBT+ campus climates leading to well-substantiated recommendations for improving LGBT+ inclusion in HE and advancing LGBT+ equality globally.

7.8 Reflexivity

As a queer, nonbinary person of colour with multiple unseen disabilities and lived experience of being both a ‘closeted’ and ‘selectively out’ student and staff in UK and PH HE, I am highly invested in improving LGBT+ equality across HE and global society. As an LGBT+ researcher-activist, contributing to the creation of safe and LGBT+ inclusive spaces was my primary motivation for conducting this research.

I drew upon my insider knowledge and lived experience in designing and completing this work. And whilst I believe that this is a strength that allowed me to construct suitable data collection tools and build rapport with research participants, I acknowledge that it also posed a challenge, particularly in relation to analysing the data and writing this thesis. As a researcher, I knew I had to be conscious about bracketing my personal biases, motivations, and experiences so that I can allow participants and the data to tell their own stories. For instance, I wrestled with having found evidence for the occasional presence of positive LGBT+ campus climates because I wanted to make a convincing case for the imperative need to improve LGBT+ equality, especially within the PH context. Related to the concept of modern anti-LGBT+ prejudice, I was concerned that if the data showed university environments were ‘not as bad’ or harmful for LGBT+ people then our traditionally cis-heteronormative society would deem it unnecessary to make things better. Similarly, setting aside Phase 1-2 findings to allow ‘something new’ to emerge in Phase 3 was another concern as I was admittedly keen to corroborate my initial findings.

As much as I have planned and hoped for my research to make a positive difference for LGBT+ people, I must admit that I never expected it to change the way I view research and my experiences as an LGBT+ person committed to LGBT+ psychology research. One of the “unexpected” findings of this thesis was the ‘whiteness’ of LGBT+ spaces. During one of my Phase 2 interviews, a participant told me they found queer spaces “*too white*”. As an academic, I found this incredibly interesting. However, after the interview, I was caught off guard when I was asked about my own experience in queer spaces. Because despite being a queer person of colour, I had honestly never thought about it. Although I eventually admitted that I did not share their experience, the notion

of LGBT+ spaces being “too white” stuck with me and began to colour my personal experience in queer spaces. Especially as I continued reading and writing about this finding for the thesis.

While updating my literature review, I came across a paper called [*A Whited Rainbow: The In/Visibility Of Race And Racism In LGBTQ+ Higher Education Scholarship*](#) by Romeo Jackson, Alex Lange, and Antonio Duran (2021). Whilst I found the paper highly relevant and interesting, it made me feel upset and uneasy. Because it made me question my research approach and thesis framework. My entire postgraduate research training has taken place within the UK HE system. Until I read Jackson and colleagues’ (2021) paper, I never realised how ingrained western normative research practices were in the way I conceptualise and conduct research, even though my academic endeavours involve non-western contexts. Though I still find this realisation problematic, I have not fully confronted it. But I know that as a LGBT+ POC researcher committed to the inclusion of historically marginalised identities, I need to be better at looking beyond normative western research practices and frameworks to help decolonise LGBT+ research.

Conducting this PhD research to contribute to LGBT+ inclusion has been a humbling experience. It has exposed me to the complexities of conducting ethical, sensitive, and responsible academic research. It has forced me to learn to accept that despite the best intentions, preparations, and even ‘expert’ knowledge from lived experience of the research topic, research will never be perfect. Even now, this work is continually challenging me to be comfortable with not knowing everything and yet persist in finding and trusting my voice because I am included and I do belong in this field of research.

7.9 Conclusion

Campus climate studies have been instrumental in creating better campus environments for underrepresented and minoritised groups such as LGBT+ people. Until LGBT+ equality is achieved globally, regular campus climate assessments should continue to be of interest to HE stakeholders, advocates, and researchers.

As the first LGBT+ campus climate study of its kind in UK and PH HE, our research creates both academic and societal impact contributing to LGBT+ inclusion in HE and global LGBT+ equality. Using an interdisciplinary, multi-phased, mixed-method approach, we provided insights for understanding and combating LGBT+ inequality across multiple levels.

Our findings emphasise the need to continually promote positive LGBT+ representation, visibility, and recognition in the face of both overt and subtle manifestations of anti-LGBT+ prejudice. To this end, we urge HE stakeholders to fulfil their duty to provide safe and inclusive campus climates for all LGBT+ students. We can start by recognising intersectional LGBT+ identities. Followed by consistently developing, communicating, and implementing intersectional LGBT+ policies and programmes.

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Appendices

7.10 Appendix C3: Method

7.10.1 Ethics approval



Dr. Christoph Scheepers
Senior Lecturer
School of Psychology
University of Glasgow
58 Hillhead Street
Glasgow G12 8QB
Tel.: +44 141 330 3606
Christoph.Scheepers@glasgow.ac.uk

Glasgow, July 19, 2018

for research. To request access, see the University's application procedure at

7.10.2 Phase 1

7.10.2.1 UK recruitment e-mail

SUBJECT: Request for assistance in disseminating campus climate study invitation to participate (Online Survey - UK)

Dear [INSERT NAME],

We are writing to request your assistance with our valuable research assessing campus climate for university students (in the UK and Philippines), and we kindly request your assistance in disseminating the invitation below to potential student participants at various UK universities. All current students (undergraduate and postgraduate) are welcome to take part.

The project has been approved by the University of Glasgow's College of Science and Engineering Ethics Committee (see attached ethics approval), and comprises part of a funded PhD project (by the British Council in collaboration with the Commission on Higher Education - Philippines). The project aims to contribute to improving the understanding of the campus environment for university students in order to create safer campus environments. We aim to reach the widest possible number of respondents across UK universities so that we can make robust evidence-based recommendations.

Below is the e-mail invitation that can be sent to university students. It contains the link to the online survey.

Thank you very much for your support.

Zyra Evangelista (PhD Candidate, University of Glasgow)
 Dr Catherine Lido & Dr Maxine Swingler (University of Glasgow)
 Dr Jason Bohan (University of Aberdeen)

SUBJECT: Campus Climate Student Survey: Invitation to Participate.

You are kindly invited to participate in a research study to assess your campus perceptions and experiences of being a university student. Your participation in this study is voluntary, all responses are confidential and anonymous. No individual students, nor universities will be identified. Your participation is anonymous and you have the right to withdraw at any time while taking the survey.

The survey takes approximately 10-20 minutes to complete and you will have a chance to enter a prize draw for an Amazon voucher worth £25.

For more information, contact Zyra Evangelista (School of Education - University of Glasgow) at z.evangelista.1@research.gla.ac.uk, or Catherine.Lido@glasgow.ac.uk, or Maxine.Swingler@glasgow.ac.uk, or Jason.Bohan@abdn.ac.uk.

Click the link below and you'll be directed right to the survey:
 [INSERT LINK]

Thank you in advance for your support, please disseminate to your peers or colleagues. [Ethical approval from University of Glasgow available upon request]

7.10.2.2 PH recruitment e-mail

SUBJECT: Request for assistance in disseminating campus climate study invitation to participate (Online Survey - Philippines)

Dear [INSERT NAME],

I'm Zyra Evangelista, a PhD student at the University of Glasgow. My PhD project involves a cross-cultural comparative campus climate study on LGBT+ university students in the Philippines and the UK.

My supervisors and I are writing to request your assistance with our valuable research assessing campus climate for university students in the Philippines. We kindly request your assistance in disseminating the invitation below to potential student participants at [INSERT UNIVERSITY]. All current students (undergraduate and postgraduate) are welcome to take part.

The project has been approved by the University of Glasgow's College of Science and Engineering Ethics Committee (see attached ethics approval) and is endorsed by the Commission on Higher Education (see attached CHED endorsement). The project is supported by a Newton Fund grant, under the Newton-CHED PhD Scholarship Programme partnership (by the British Council and the Commission on Higher Education). The project aims to contribute to improving the understanding of the campus environment for university students in order to create safer and more inclusive campus environments. We aim to reach the widest possible number of respondents across Philippine universities so that we can make robust evidence-based recommendations.

Below is the e-mail invitation that can be sent to university students. We would appreciate it if you could disseminate this invite through your classes and relevant mailing lists.

Thank you very much for your support.

Zyra Evangelista (PhD Candidate, University of Glasgow)
 Dr Catherine Lido & Dr Maxine Swingler (University of Glasgow)
 Dr Jason Bohan (University of Aberdeen)

SUBJECT: Campus Climate Student Survey: Invitation to Participate.

You are kindly invited to participate in a research study to assess your campus perceptions and experiences of being a university student. Your participation in this study is voluntary, all responses are confidential and anonymous. No individual students, nor universities will be identified. Your participation is anonymous, answers will be kept confidential and you have the right to withdraw at any time.

The survey takes approximately 10-20 minutes to complete and you will have a chance to enter a prize draw for a PHP 1,000 voucher.

For more information, contact Zyra Evangelista (School of Education - University of Glasgow) at z.evangelista.1@research.gla.ac.uk, or Catherine.Lido@glasgow.ac.uk, or Maxine.Swingler@glasgow.ac.uk, or Jason.Bohan@abdn.ac.uk.

Click the link below and you'll be directed right to the survey:
 [INSERT LINK]

Thank you in advance for your support, please disseminate to your peers or colleagues.
 [Ethical approval from University of Glasgow available upon request]

7.10.2.3 Survey pilot feedback

Participant	UK	PH
1	<p>It took me roughly 30 minutes to complete the survey. I thought the survey was very well structured and worked really well and I found that there were exactly the correct number of opportunities to write in answers/add more comments. The only part I would maybe say could use a little editing was the "who are you attracted to question" as most of the options made sense, however the nonbinary answer could maybe have used a little extra clarification (e.g. whether nonbinary refers to the gender of the people that the respondent is attracted to, or whether the respondent's attraction is of a nonbinary nature), though that might just be down to my interpretation (I studied literature for a few years, so it could be me being a little overly verbose/analytical), rather than the wording of the question itself. It sounds like some really necessary research and I hope the data collection goes well :)</p>	<p>Completion time: 22 minutes</p> <p>Suggestion: N/A option for comfort questions</p> <p>Your topic is good. Do you only plan to conduct this with University students? Honestly, I had more negative experiences in high school. Not sure if it was just the country-side culture, the era, or just adolescents being more cruel to each other.</p>
2	<p>Suggestion: make the font colour darker, if possible</p>	<p>Okay took me about 12 min but i didn't treat the questions too seriously. And wrote test on free text box. I think it's a good survey you have checks if they're reading it properly. Also it seems the focus is filipinos? Since Philippines is the only specific ethnicity question.</p>

Participant	UK	PH
3	<p>Completion time: 5 minutes</p> <p>I thought it was very thorough. Easy to answer and understand the scale. I think the test questions are a good idea! I think it's great as it is. Not too long.</p>	<p>Long but <i>Oks lang naman. So madali lang naman.</i></p> <p>[Long but it's alright. It was easy enough.]</p>
4	<p>It took about 15 minutes, and it is very good. I like the changes you've made between the paper pilot and this one. No suggestions I can think of right now.</p>	<p>It took me around 25 minutes to complete the survey. The questions seem to be fine. I just hope that the respondents would take time in answering the qualitative portions - something that cannot be controlled specially in a survey without physical interaction.</p>
5	<p>It took me 15 minutes.</p> <p>Ethnic origin just states white, but other studies (and NHS) now often break down white into subcategories for example White Polish. I don't mind personally though, because you can't breakdown to all white ethnic groups. I liked how you worded the questions about religion. I liked how you combined quantitative and qualitative data gathering and how gently you asked the questions.</p>	<p>It took me 24 mins and 29 seconds to answer it. Format is really organized. I just find the intro too long. <i>okay naman. maayos siya.</i> [it was okay. it was clear.]</p> <p>Clarifications: It's clear though <i>sa</i> [for] sexual attraction, sexually attracted so infatuation can be included? LGBT people do not have all the rights that they need so meaning they're lacking rights? so they need rights? <i>though naiisip ko rin dyan parang wala sila karapatan. baka im just overanalyzing haha</i> [though I was also thinking that they don't have the right to have rights. Maybe I'm just overanalyzing haha]. then you have items <i>na</i> [there] just to verify if they are still <i>parang</i> [like] answering it well?</p>

Participant	UK	PH
6	It was fine it was readable. It was kind of long but it was thorough! You can't skimp on asking the important questions when you're doing research.	It's easy to understand and to answer. Btw, what's the reason for inserting the questions like the last photo? I just find it annoying, hehe.
7	<p>There's a multiple choice bit about how often stuff has happened to you were the answers are "once" "Twice" "Three times". I think it's be easier to answer if it was more general like "one too three times" "Three to five times" "five or more". I couldn't personally remember exactly how many time things like that had happened. The rest was good I think.</p> <p>Re: whether the survey was too long: No, I got through it quite quickly.</p>	<p>Hello! Took me about 15-20 minutes. Noticed <i>lang</i> [that] the layout is different between PC and mobile. <i>Yung</i> [Like the] part <i>na may</i> [with] 1-5, almost didn't see what 1-5 meant. <i>Pero</i> [But] that just happened <i>sa</i> [on] mobile. I just had to move the table left and right to see the whole thing. Overall, the survey is <i>okay naman</i> [it's alright]. It was not hard or confusing. It was more of coz I had to think of the time I was still in school.</p>
8	N/A - the UK pilot only had 7 participants	<p>Just finished the survey. I just have a few clarifications or comments :) The Informed Consent is cohesive and sufficient information has been given. It was not tiring to read through. The question, "How safe do you feel walking alone at night around university buildings?" could be clarified whether it means walking only within campus, like inside the campus premise or if it includes walking around outside the campus at night. In general, how do you feel towards the members of the LGBT+ community? This question could elicit for socially desirable answers, so data might be skewed... Maybe re-phrase? I finished the entire survey in 22 minutes, and 15 seconds. So far, the survey was clear and understandable in general. There were no problems that I could think of—maybe just clarification on that one question with the "walking alone at night", but besides that everything was all right. It wasn't at all overwhelming as well, not too much questions in one page.</p>

7.10.3 Phase 2

7.10.3.1 UK recruitment e-mail: Phase 1 participant pool

SUBJECT: LGBT+ Student Focus Groups: Invitation to Participate.

Good day,

Thank you for completing the Online Survey: Assessing the Campus Climate for Students in Higher Education

You are receiving this e-mail because you expressed interest in participating in a follow-up focus group discussion.

You are invited to participate in a focus group to assess your campus perceptions and experiences as an LGBT+ university student. Your participation in this study is completely voluntary and your data will be anonymised and kept confidential. The project has ethical approval from the Ethics Committee at the University of Glasgow [Ethical approval from University of Glasgow available upon request].

In order to participate, **you must be a current university student and identify as LGBT+.**

The focus group will last 60 minutes and you will be discussing your experiences with other LGBT+ students. All discussions are in confidence.

The following documents are attached for your reference:

1. Participant Information Sheet
2. Consent Form

If you would like to participate (i.e. for more information, to schedule participation in a focus group, or alternatively, if you would prefer a one-on-one interview), please contact Zyra Evangelista (School of Education - University of Glasgow) at z.evangelista.1@research.gla.ac.uk **on or before [INSERT DATE].**

I have created a doodle poll which might be better for organising a focus group schedule that's suitable for everyone.

Here's the link:
[INSERT LINK]

Please feel free to select as many of your preferred dates and times as possible. **Please e-mail z.evangelista.1@research.gla.ac.uk after completing the doodle poll so that I can contact you for the final schedule.**

The focus group will push through as soon as at least 3 or 4 people have signed up for a particular schedule.

Let me know if you have any queries!

Thank you in advance for your support, please disseminate to your peers or colleagues.

Zyra Evangelista (PhD Candidate, University of Glasgow)
Dr Catherine Lido & Dr Maxine Swingler (University of Glasgow)
Dr Jason Bohan (University of Aberdeen)

7.10.3.2 UK recruitment e-mail: Request for dissemination

SUBJECT: Request for assistance in disseminating campus climate study invitation to participate (Focus Groups)

Hi [INSERT NAME],

How are you doing?

I am now in the process of organising my focus groups in the UK. I was hoping to get some participants outside of the University of Glasgow so that I'd have a more diverse pool of participants.

Would it be okay to request your assistance in disseminating the invitation below to potential student participants at [INSERT UNIVERSITY]? I am particularly looking for current university students (undergraduate and postgraduate) who self-identify as LGBT+.

The project has been approved by the University of Glasgow's College of Science and Engineering Ethics Committee (see attached ethics approval). The project is supported by a Newton Fund grant, under the Newton-CHED PhD Scholarship Programme partnership (by the British Council and the Commission on Higher Education). The project aims to contribute to improving the understanding of the campus environment for LGBT+ university students in order to create safer and more inclusive campus environments.

Below is the e-mail invitation that can be sent to university students. My supervisors and I would greatly appreciate it if you could disseminate this invite through your classes and relevant mailing lists.

Thank you very much for your support.

Best,
Zy

[E-mail template in 7.10.3.1]

7.10.3.3 UK recruitment poster



INVITATION TO PARTICIPATE

LGBT+ STUDENT FOCUS GROUPS (ONLINE)

Current university students in England HEIs (undergraduate and postgraduate) who self-identity as LGBT+

27-31 MAY 2019

Send an e-mail to Zyra Evangelista (School of Education, University of Glasgow) on or before 31 May 2019

z.evangelista.1@research.gla.ac.uk

7.10.3.4 PH recruitment e-mail: Request for dissemination

SUBJECT: Request for dissemination of LGBT+ campus climate study invitation to participate (FGD)

Dear [INSERT NAME],

I'm Zyra Evangelista, a PhD student at the University of Glasgow. My PhD project involves a cross-cultural comparative campus climate study on LGBT+ university students in the Philippines and the UK.

We are writing to request your assistance with our valuable research assessing campus climate for LGBT+ university students in the Philippines. We kindly request your assistance in disseminating the invitation below to potential student participants at [INSERT UNIVERSITY].

The project has been approved by the University of Glasgow's College of Science and Engineering Ethics Committee (see attached ethics approval) and is endorsed by the Commission on Higher Education (see attached CHED endorsement). The project is supported by a Newton Fund grant, under the Newton-CHED PhD Scholarship Programme partnership (by the British Council and the Commission on Higher Education). The project aims to contribute to improving the understanding of the campus environment for LGBT+ university students in order to create safer and more inclusive campus environments.

Below is the e-mail invitation that can be sent to university students. We would appreciate it if you could disseminate this invite through your classes and relevant mailing lists.

Thank you very much for your support.

Zyra Evangelista (PhD Candidate, University of Glasgow)
 Dr Catherine Lido & Dr Maxine Swingler (University of Glasgow)
 Dr Jason Bohan (University of Aberdeen)

SUBJECT: LGBT+ Student Focus Groups: Invitation to Participate.

Request for Participants

You are invited to participate in a focus group to assess your campus perceptions and experiences as an LGBT+ university student. Your participation in this study is completely voluntary and your data will be anonymized and kept confidential. The project has ethical approval from the Ethics Committee at the University of Glasgow. In order to participate, you must be a current university student and identify as LGBT+. The focus group will last 60 minutes and you will be discussing your experiences with other LGBT+ students. All discussions are in confidence.

If you would like to participate (i.e. for more information, or to schedule participation in a focus group), contact Zyra Evangelista (School of Education - University of Glasgow) at z.evangelista.1@research.gla.ac.uk on or before [INSERT DATE].

Thank you in advance for your support, please disseminate to your peers or colleagues. [Ethical approval from University of Glasgow available upon request]

7.10.3.5 Participant Information Sheet (UK)



Participant Information Sheet

Title of Project: Assessing the Campus Climate for Students and Staff in Higher Education

Name of Researcher: Zyra Evangelista

Name of Research Supervisor: Dr. Catherine Lido, Dr. Maxine Swingler, Dr. Jason Bohan

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

What is the purpose of the study?

The purpose of this research study is to investigate the campus perceptions and experiences of university students and staff in higher education.

Who is eligible to participate?

Anyone who is a current university student and self-identifies as LGBT+.

What will participation involve?

Participation in this research study is entirely voluntary. If you decide to participate, you will be asked to take part in a focus group discussion about your experiences as a university student.

A focus group is a small group of individuals (4-6) who share a similar experience. We think that a focus group will provide a good way to share your experiences as a university student. The researcher will facilitate the focus group to discuss the broad areas of questioning.

The discussions that go on within the group will be audio recorded and transcribed. Taking part in the focus group discussion will take approximately 60 to 90 minutes of your time.

You have the right to refuse to answer any questions and the right to withdraw from the focus group at any point without providing any reason. You are also free to ask for your data (your contributions to the discussion) to be taken out of the research analysis.

What type of data are being collected?

We are collecting data using a focus group discussion. A focus group is simply a group discussion 'focused' on a particular topic or theme - in this instance, the campus climate for university students. One of the purposes of focus groups is to closely replicate how we express views and form opinions in real life. This means that you will be expected to talk to each other, as well as to the moderator, and to indicate when you agree and disagree with each other. We are interested in your experiences, views, and opinions on the campus climate for university students, and we'd like the focus group to be a lively discussion; there are no right or wrong answers to the questions you will be asked to discuss. After the focus group you will be invited to answer a demographic questionnaire. This is for us to gain a sense of who is taking part in the research.

How will the data be used?

The data will be used in research. The transcript will be anonymised (i.e., any information that can identify you – e.g., people's names, places, etc. will be removed). Once anonymised, the data will be analysed for our research, and anonymised extracts from the data may be quoted in any publications and conference presentations arising from the research.

The demographic data for all of the participants will be compiled into a table and reported in any publications or presentations arising from the research.

The information you provide will be treated confidentially (within the constraints outlined above) and personally identifiable details will be kept separately from the data. Agreeing to take part in this research means that you agree to this use of the information you provide.

What will happen on the day?

Once everyone has arrived, everyone will be given a name badge (to help the moderator and participants remember each others' names). You will then be asked to read and sign the consent form. You will also be asked to complete a short demographic questionnaire. The moderator will discuss what is going to happen in the group and you will be given an opportunity to ask any questions that you might have. The moderator will then ask everyone to agree on some ground rules for the group (e.g., avoiding speaking over other people, being respectful and considerate of other people's feelings). Once everyone is happy for the group to begin, the moderator will switch on the recording devices and ask the first question. You will be given another opportunity to ask questions at the end of the group.

What are the risks and benefits in participating?

There are minimal risks to participating in this study. You may be uncomfortable when revealing negative experiences you have had in the campus environment. You will be asked only to share what you are comfortable sharing and you are free to omit any questions that you would prefer not to answer. You are free to opt out of the discussion at any time and provision will be made for you to take breaks and pauses as necessary.

If you need assistance or would like to speak with someone after taking part in the study, the following services are available to support you:

- LGBT Health & Wellbeing: <https://www.lgbthealth.org.uk>
- LGBT Helpline: 0300 123 2523
- NHS Mental Health Helplines: <https://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/>

As a result of participating in this research, you may also feel as if you have contributed to improving the understanding of the campus environment for university students in the UK.

What will happen to the results?

All data and results will be anonymised and de-identified, and securely stored at all times. Anonymising and de-identifying the data means that no one will be able to match your information with your responses, thereby maintaining confidentiality. Nonetheless people who know you well may be able to identify your contributions to the focus group if you are quoted in extracts from the focus group that are used in journal articles, conference presentations and other academic outputs. Confidentiality will be respected subject to legal constraints and professional guidelines. Data will be retained for ten years after completion of the project on a secure online repository for use in future academic research. After this period, paper documents will be shredded and disposed and electronic files will be deleted.

The information obtained in this study will be used as data for the researcher's doctoral thesis and may be published in academic journals or presented at academic conferences.

If you wish to receive more information and/or a summary of the anonymised results of the study, please feel free to contact the researcher at z.evangelista.1@research.gla.ac.uk

How do I withdraw from the research?

Participation in this research is voluntary. If you decide you want to withdraw from the research after participating in the focus group – please contact the researcher, Zyra Evangelista. Please note that there are certain points beyond which it will be impossible to withdraw from the research – for instance, when we have published papers reporting our analysis of the data. Therefore, please contact the researcher within a month of participation if you wish to withdraw your data.

Additional information about the study

This work is supported by a Newton Fund grant, under the Newton-CHED PhD Scholarship Programme partnership. The grant is funded by the UK Department for Business, Energy and Industrial Strategy and the Commission on Higher Education (Philippines) and delivered by the British Council. For further information, please visit www.newtonfund.ac.uk.

This study has been considered and approved by the College Research Ethics Committee of the University of Glasgow.

If you have any additional questions about the study, please contact the researcher, Zyra Evangelista at z.evangelista.1@research.gla.ac.uk. Alternatively, you may contact the research supervisors, Dr. Catherine Lido at Catherine.Lido@glasgow.ac.uk, Dr. Maxine Swingler at Maxine.Swingler@glasgow.ac.uk, or Dr. Jason Bohan at Jason.Bohan@abdn.ac.uk. If you have any concerns regarding the conduct of the study, please contact the College of Science & Engineering Ethics Officer, Dr. Christoph Scheepers at Christoph.Scheepers@glasgow.ac.uk.

Focus Group Guidelines (adapted from Tetreault, Fette, Meidlinger, & Hope, 2013):

In order to create and maintain a safe and open space during the discussion, please be reminded of the following:

- Please use your preferred names to refer to yourself and to other individuals during the focus group.
- Only share what you are comfortable sharing. You can choose not to respond to any question that you would prefer not to answer.
- Be respectful of other participants throughout the discussion. Realize that we do not have to agree with someone to respect them.
- Listen carefully before responding and let other participants finish speaking before sharing your own thoughts.
- Keep comments focused on the topic. While strong expressions of opinion are welcomed, personal attacks are not.
- Please keep all information provided in the focus group confidential. All participants will sign a consent form and in doing so promise not to share individual details or personal information outside of the focus group.

Note: If you would like to participate in the study but would feel more comfortable in a one-on-one interview setting, please contact the researcher, Zyra Evangelista at z.evangelista.1@research.gla.ac.uk to arrange an interview schedule.

References:

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. Sage.

7.10.3.6 Participant Information Sheet (PH)



Participant Information Sheet

Title of Project: Assessing the Campus Climate for Students and Staff in Higher Education

Name of Researcher: Zyra Evangelista

Name of Research Supervisor: Dr. Catherine Lido, Dr. Maxine Swingler, Dr. Jason Bohan

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

What is the purpose of the study?

The purpose of this research study is to investigate the campus perceptions and experiences of university students and staff in higher education.

Who is eligible to participate?

Anyone under who is a current university student and self-identifies as LGBT+.

What will participation involve?

Participation in this research study is entirely voluntary. If you decide to participate, you will be asked to take part in a focus group discussion about your experiences as a university student.

A focus group is a small group of individuals (4-6) who share a similar experience. We think that a focus group will provide a good way to share your experiences as a university student. The researcher will facilitate the focus group to discuss the broad areas of questioning.

The discussions that go on within the group will be audio recorded and transcribed. Taking part in the focus group discussion will take approximately 60 to 90 minutes of your time.

You have the right to refuse to answer any questions and the right to withdraw from the study at any point without providing any reason. You are also free to ask for your data (your contributions to the discussion) to be taken out of the research analysis.

What type of data are being collected?

We are collecting data using a focus group discussion. A focus group is simply a group discussion 'focused' on a particular topic or theme - in this instance, the campus climate for university students. One of the purposes of focus groups is to closely replicate how we express views and form opinions in real life. This means that you will be expected to talk to each other, as well as to the moderator, and to indicate when you agree and disagree with each other. We are interested in your experiences, views, and opinions on the campus climate for university students, and we'd like the focus group to be a lively discussion; there are no right or wrong answers to the questions you will be asked to discuss. After the focus group you will be invited to answer a demographic questionnaire. This is for us to gain a sense of who is taking part in the research.

How will the data be used?

The data will be used in research. The transcript will be anonymised (i.e., any information that can identify you – e.g., people's names, places, etc. will be removed). Once anonymised, the data will be analysed for our research, and anonymised extracts from the data may be quoted in any publications and conference presentations arising from the research.

The demographic data for all of the participants will be compiled into a table and reported in any publications or presentations arising from the research.

The information you provide will be treated confidentially (within the constraints outlined above) and personally identifiable details will be kept separately from the data. Agreeing to take part in this research means that you agree to this use of the information you provide.

What will happen on the day?

Once everyone has arrived, everyone will be given a name badge (to help the moderator and participants remember each others' names). You will then be asked to read and sign the consent form. You will also be asked to complete a short demographic questionnaire. The moderator will discuss what is going to happen in the group and you will be given an opportunity to ask any questions that you might have. The moderator will then ask everyone to agree on some ground rules for the group (e.g., avoiding speaking over other people, being respectful and considerate of other people's feelings). Once everyone is happy for the group to begin, the moderator will switch on the recording devices and ask the first question. You will be given another opportunity to ask questions at the end of the group.

What are the risks and benefits in participating?

There are minimal risks to participating in this study. You may be uncomfortable when revealing negative experiences you have had in the campus environment. You will be asked only to share what you are comfortable sharing and you are free to omit any questions that you would prefer not to answer. You are free to opt out of the discussion at any time and provision will be made for you to take breaks and pauses as necessary.

If you need assistance or would like to speak with someone after taking part in the study, the following services are available to support you:

- Crisis Line:
 - 893 7603
 - 0917 800 1123
 - 0922 893 8944
 - <http://www.in-touch.org/crisis-line.html>

As a token of appreciation for participating in this study, you will be given a voucher worth PHP 200. Transportation expenses to the focus group discussion venue will be reimbursed as long as you can provide official receipts. As a result of participating in this research, you may also feel as if you have contributed to improving the understanding of the campus environment for university students in the Philippines.

What will happen to the results?

All data and results will be anonymised and de-identified, kept confidential, and securely stored at all times. Anonymising and de-identifying the data means that no one will be able to match your information with your responses, thereby maintaining confidentiality. Nonetheless people who know you well may be able to identify your contributions to the focus group if you are quoted in extracts from the focus group that are used in journal articles, conference presentations and other academic outputs. Confidentiality will be respected subject to legal constraints and professional guidelines. Data will be retained for ten years after completion of the project on a password-protected computer with an encrypted hard drive and a secure database accessible only to the researcher, research supervisors, and transcriber. After this period, paper documents will be shredded and disposed and electronic files will be deleted.

The information obtained in this study will be used as data for the researcher's doctoral thesis and may be published in academic journals or presented at academic conferences.

If you wish to receive more information and/or a summary of the anonymised results of the study, please feel free to contact the researcher at z.evangelista.1@research.gla.ac.uk

How do I withdraw from the research?

Participation in this research is voluntary. If you decide you want to withdraw from the research after participating in the focus group – please contact the researcher, Zyra Evangelista. Please note that there are certain points beyond which it will be impossible to withdraw from the research – for instance, when we have published papers reporting our analysis of the data. Therefore, please contact the researcher *within a month* of participation if you wish to withdraw your data.

Additional information about the study

This work is supported by a Newton Fund grant, under the Newton-CHED PhD Scholarship Programme partnership. The grant is funded by the UK Department for Business, Energy and Industrial Strategy and the Commission on Higher Education (Philippines) and delivered by the British Council. For further information, please visit www.newtonfund.ac.uk.

This study has been considered and approved by the College Research Ethics Committee of the University of Glasgow.

If you have any additional questions about the study, please contact the researcher, Zyra Evangelista at z.evangelista.1@research.gla.ac.uk. Alternatively, you may contact the research supervisors, Dr. Catherine Lido at Catherine.Lido@glasgow.ac.uk, Dr. Maxine Swingler at Maxine.Swingler@glasgow.ac.uk, or Dr. Jason Bohan at Jason.Bohan@abdn.ac.uk. If you have any concerns regarding the conduct of the study, please contact the College of Science & Engineering Ethics Officer, Dr. Christoph Scheepers at Christoph.Scheepers@glasgow.ac.uk.

Focus Group Guidelines (adapted from Tetreault, Fette, Meidlinger, & Hope, 2013):

In order to create and maintain a safe and open space during the discussion, please be reminded of the following:

- Please use your preferred names to refer to yourself and to other individuals during the focus group.
- Only share what you are comfortable sharing. You can choose not to respond to any question that you would prefer not to answer.
- Be respectful of other participants throughout the discussion. Realize that we do not have to agree with someone to respect them.
- Listen carefully before responding and let other participants finish speaking before sharing your own thoughts.
- Keep comments focused on the topic. While strong expressions of opinion are welcomed, personal attacks are not.
- Please keep all information provided in the focus group confidential. All participants will sign a consent form and in doing so promise not to share individual details or personal information outside of the focus group.

Note: If you would like to participate in the study but would feel more comfortable in a one-on-one interview setting, please contact the researcher, Zyra Evangelista at z.evangelista.1@research.gla.ac.uk to arrange an interview schedule.

References:

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. Sage.

7.10.3.7 Consent Form (UK)



Consent Form

Title of Project: Assessing the Campus Climate for Students and Staff in Higher Education

Name of Researcher: Zyra Evangelista

Name of Research Supervisor: Dr. Catherine Lido, Dr. Maxine Swingler, Dr. Jason Bohan

Please read the following statements and tick to indicate that you agree to them.

You must also sign your name below to indicate your consent, if you agree to participate in this study:

I confirm that I have read and understood the Participant Information Sheet for the above study and have had the opportunity to ask questions.

I understand that my participation is voluntary and that I am free to withdraw at any time during the focus group, without giving any reason.

I understand that I may omit any questions that I would prefer not to answer.

I agree to participate in a focus group on for the project "Assessing the Campus Climate for Students and Staff in Higher Education"

I agree to the focus group being audio-recorded and transcribed for the purposes of the project.

I agree to the collection of demographic data that will be compiled into a table and reported in any publications or presentations arising from the research.

I consent to the use of my direct quotes in presentations and publications arising from the research.

I understand that:

any data likely to identify individuals will be anonymised and de-identified and kept in secure storage at all times

the material will be retained in secure storage on a password-protected computer with an encrypted hard drive during the duration of the project

the material will be deposited in a secure online repository for use in future academic research upon completion of the project

the material, including direct quotes, may be used in future publications, both print and online; and in academic presentations

participants will be referred to by pseudonym in any publications arising from the research

I understand that I can contact the researcher for this project by e-mail at

z.evangelista.1@research.gla.ac.uk to receive more information and/or a summary of the anonymised results of the study

I understand that this consent form with my name is being collected for the sole purpose of recording that I have agreed to take part and that it will be destroyed ten years after completion of the project. Recordings of my voice will be kept for ten years after completion of the project and a typed transcript of my words with no identifying information will be archived for future research and plagiarism checking in the write-up of this study. After this period, paper documents will be shredded and disposed and electronic files will be deleted.

Name of Participant

Date

Signature

7.10.3.8 Consent Form (PH)

Consent Form

Title of Project: Assessing the Campus Climate for Students and Staff in Higher Education

Name of Researcher: Zyra Evangelista

Name of Research Supervisor: Dr. Catherine Lido, Dr. Maxine Swingler, Dr. Jason Bohan

Please read the following statements and tick to indicate that you agree to them.

You must also sign your name below to indicate your consent, if you agree to participate in this study:

I confirm that I have read and understood the Participant Information Sheet for the above study and have had the opportunity to ask questions.

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

I understand that I may omit any questions that I would prefer not to answer.

I agree to participate in a focus group on for the project "Assessing the Campus Climate for Students and Staff in Higher Education"

I agree to the focus group being audio-recorded and transcribed for the purposes of the project.

I agree to the collection of demographic data that will be compiled into a table and reported in any publications or presentations arising from the research.

I consent to the use of my direct quotes in presentations and publications arising from the research.

I understand that:

any data likely to identify individuals will be anonymised and de-identified, treated as confidential, and kept in secure storage at all times

the material will be retained in secure storage on a password-protected computer with an encrypted hard drive and a secure database accessible only to the researcher, research supervisors, and transcribers for use in future academic research

the material, including direct quotes, may be used in future publications, both print and online; and in academic presentations

participants will be referred to by pseudonym in any publications arising from the research

I understand that I can contact the researcher for this project by e-mail at

z.evangelista.1@research.gla.ac.uk to receive more information and/or a summary of the anonymised results of the study

I understand that this consent form with my name is being collected for the sole purpose of recording that I have agreed to take part and that it will be destroyed ten years after completion of the project. Recordings of my voice will be kept for ten years after completion of the project and a typed transcript of my words with no identifying information will be archived for future research and plagiarism checking in the write-up of this study. After this period, paper documents will be shredded and disposed and electronic files will be deleted. However, I have the right to request erasure of my data before this period.

Name of Participant

Date

Signature

7.10.3.9 Debrief Form (UK)



Debrief Form

Title of Project: Assessing the Campus Climate for Students and Staff in Higher Education

Thank you very much for your participation. You have now completed this study on assessing the campus climate for university students. The primary aim of the study was to investigate the current campus environment for sexual and gender minorities in higher education settings and how the campus environment affects sexual and gender minorities' well-being. A secondary aim of the study was to explore how sexual and gender minorities cope with the challenges posed by negative campus environments.

The results of the study will be used to present a more holistic picture of the current climate for sexual and gender minorities participating in higher education and to provide key baseline data from which future research and policies could benefit to promote diversity and inclusion in higher education.

To avoid influencing the results of the study, please avoid sharing information about the contents and aims of the study with other students who have not yet taken part in the study.

If you have any further questions, please feel free to contact the researcher at z.evangelista.1@research.gla.ac.uk or the research supervisors at Jason.Bohan@glasgow.ac.uk, Catherine.Lido@glasgow.ac.uk or Maxine.Swingle@glasgow.ac.uk

If you need assistance or would like to speak with someone after taking part in the study, the following services are available to support you:

- LGBT Health & Wellbeing: <https://www.lgbthealth.org.uk>
- LGBT Helpline: 0300 123 2523
- NHS Mental Health Helplines: <https://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/>

Again, thank you for participating in this study.

Researcher:

Zyra Evangelista
z.evangelista.1@research.gla.ac.uk
 University of Glasgow

7.10.3.10 Debrief Form (PH)



Debrief Form

Title of Project: Assessing the Campus Climate for Students and Staff in Higher Education

Thank you very much for your participation. You have now completed this study on assessing the campus climate for university students. The primary aim of the study was to investigate the current campus environment for sexual and gender minorities in higher education settings and how the campus environment affects sexual and gender minorities' well-being. A secondary aim of the study was to explore how sexual and gender minorities cope with the challenges posed by negative campus environments.

The results of the study will be used to present a more holistic picture of the current climate for sexual and gender minorities participating in higher education and to provide key baseline data from which future research and policies could benefit to promote diversity and inclusion in higher education.

To avoid influencing the results of the study, please avoid sharing information about the contents and aims of the study with other students who have not yet taken part in the study.

If you have any further questions, please feel free to contact the researcher at z.evangelista.1@research.gla.ac.uk or the research supervisors at Jason.Bohan@glasgow.ac.uk Catherine.Lido@glasgow.ac.uk Maxine.Swinger@glasgow.ac.uk

If you need assistance or would like to speak with someone after taking part in the study, the following services are available to support you:

- Crisis Line:
 - 893 7603
 - 0917 800 1123
 - 0922 893 8944
 - <http://www.in-touch.org/crisis-line.html>

Again, thank you for participating in this study.

Researcher:

Zyra Evangelista

z.evangelista.1@research.gla.ac.uk

University of Glasgow

7.10.3.11 Demographic questionnaire (UK)

Focus Group Participant Information

Focus Group Meeting date: _____

1. Age: _____
2. Higher Education Institution (University/College): _____
3. Discipline of study: _____
4. What is your position?
 - Undergraduate student
 - Postgraduate – Master’s student
 - Postgraduate – PhD student
 - Other (please specify): _____
5. What year level are you in?
 - First year
 - Second year
 - Third year
 - Final year
 - Other (please specify): _____
6. Are you a full-time or part-time student?
 - Full-time student
 - Part-time student
7. Is the gender you identify with different from the sex assigned to you at birth?
 - Yes
 - No
 - Prefer not to say
8. Which one of the following best describes your gender?
 - Female
 - Male
 - Non-binary/third gender
 - Prefer to self-describe: _____
9. Trans is an umbrella term that refers to people whose gender identity, expression or behavior is different from those typically associated with their assigned sex at birth. Other identities considered to fall under this umbrella can include non-binary, gender fluid, and genderqueer – as well as many more.

Do you identify as trans?

 - Yes
 - No
 - Prefer not to say

10. Do you consider yourself to be:
 Heterosexual or straight
 Gay or lesbian
 Bisexual
 Asexual
 Other sexual orientation (please state): _____
11. In what country were you born?
 UK
 Other (please specify where: _____)
12. If you were not born in the UK, how many years have you lived in the UK? _____
13. Where did you grow up in?
 City
 Suburbs or outskirts of a city
 Town
 Country village
 Farm or home in the countryside
 Other please specify where: _____)
14. What town or city did you grow up in?
 England (please specify where: _____)
 Northern Ireland (please specify where: _____)
 Scotland (please specify where: _____)
 Wales (please specify where: _____)
 Outside UK (please specify where: _____)
15. What is your racial / ethnic heritage? Select the answer that best fits you:
 White – British
 White – English
 White – Irish
 White – Scottish
 White – Welsh
 White – European (non-UK)
 Other White background
 Romani or Traveller
 Black or Black British – Caribbean
 Black or Black British – African
 Other Black background
 Asian or Asian British – Pakistani
 Asian or Asian British – Bangladeshi
 Chinese
 Other East Asian background (e.g. Japanese, Korean)
 Southeast Asian background
 Mixed – White and Black African
 Mixed – White and Asian
 Other mixed background
 Arab
 Other ethnic background (please specify): _____

16. Which religion, if any, do you affiliate with?

- No religion
- Buddhist
- Christian
- Christian – Church of Scotland
- Christian – Roman Catholic
- Christian – Other denomination
- Church of England / Anglican
- Hindu
- Jewish
- Muslim
- Sikh
- Spiritual
- Any other religion or belief (please specify: _____)

17. How important is religion in your life?

1	2	3	4
Not At All Important	Not Very Important	Rather Important	Very Important

18. Do you have a disability that substantially limits a major life activity? Select all that apply:

- No known disability
- A specific learning difficulty - e.g. dyslexia, dyspraxia or AD(H)D
- A social/communication impairment - e.g. Asperger's syndrome/other autistic spectrum disorder
- A long standing illness or health condition - e.g. cancer, HIV, diabetes, chronic heart disease, or epilepsy
- A mental health condition - e.g. depression, schizophrenia or anxiety disorder
- A physical impairment or mobility issues - e.g. difficulty using arms or using a wheelchair or crutches
- Deaf or a serious hearing impairment
- Blind or a serious visual impairment uncorrected by glasses
- A disability, impairment or medical condition that is not listed above (please specify: _____)

7.10.3.12 Demographic questionnaire (PH)

Focus Group Participant Information

Focus Group Meeting date: _____

1. Age: _____
2. Higher Education Institution (University/College): _____
3. Discipline of study: _____
4. What is your position?
 - Undergraduate student
 - Graduate – Master's student
 - Graduate – PhD student
 - Other (please specify): _____
5. What year level are you in?
 - First year
 - Second year
 - Third year
 - Fourth year
 - Other (please specify): _____
6. Are you a full-time or part-time student?
 - Full-time student
 - Part-time student
7. Is the gender you identify with different from the sex assigned to you at birth?
 - Yes
 - No
 - Prefer not to say
8. Which one of the following best describes your gender?
 - Female
 - Male
 - Non-binary/third gender
 - Prefer to self-describe: _____
9. Trans is an umbrella term that refers to people whose gender identity, expression or behavior is different from those typically associated with their assigned sex at birth. Other identities considered to fall under this umbrella can include non-binary, gender fluid, and genderqueer – as well as many more.

Do you identify as trans?

 - Yes
 - No
 - Prefer not to say

10. Do you consider yourself to be:
 Heterosexual or straight
 Gay or lesbian
 Bisexual
 Asexual
 Other sexual orientation (please state): _____
11. In what country were you born?
 Philippines
 Other (please specify where: _____)
12. If you were not born in the Philippines, how many years have you lived in the Philippines?

13. Where did you grow up in?
 City within NCR (please specify where): _____
 Provincial town within NCR (please specify where): _____
 City outside NCR (please specify where): _____
 Provincial town outside NCR (please specify where): _____
 Other (please specify where): _____
14. What is your racial / ethnic heritage? Select the answer that best fits you:
 Filipino
 Filipino – American
 Filipino – Chinese
 Filipino – Spanish
 Other ethnic background (please specify): _____
15. Which religion, if any, do you affiliate with?
 No religion
 Christian
 Iglesia ni Cristo
 Islam
 Protestant
 Roman Catholic
 Any other religion or belief (please specify: _____)
16. How important is religion in your life?

1	2	3	4
Not At All Important	Not Very Important	Rather Important	Very Important

17. Do you have a disability that substantially limits a major life activity? Select all that apply:

No known disability

A specific learning difficulty - e.g. dyslexia, dyspraxia or AD(H)D

A social/communication impairment - e.g. Asperger's syndrome/other autistic spectrum disorder

A long standing illness or health condition - e.g. cancer, HIV, diabetes, chronic heart disease, or epilepsy

A mental health condition - e.g. depression, schizophrenia or anxiety disorder

A physical impairment or mobility issues - e.g. difficulty using arms or using a wheelchair or crutches

Deaf or a serious hearing impairment

Blind or a serious visual impairment uncorrected by glasses

A disability, impairment or medical condition that is not listed above (please specify:

_____)

7.10.3.13 Focus group discussion guide

7.10.3.13.1 Post-pilot revisions

- (1) Using a relevant quote as an icebreaker to better introduce the discussion topic
- (2) Reworded leading questions (e.g. “How do you think your status as a student [full-time, part-time, year level, discipline] shape your perceptions of the campus environment?” to “Are there any aspects of your studies that you think shape your perceptions of the campus climate?”)
- (3) Transformed close-ended questions to more open-ended questions to facilitate more discussion (e.g. “Are there campus spaces [specific areas, disciplines] that are more welcoming to LGBT students?” to “Can you tell me about campus spaces (specific areas, disciplines, individuals) that are more / less welcoming to LGBT students?”)
- (4) Adjusted wording to make questions less abstract (e.g. “How have your experiences impacted you as a student?” to “How do you feel your experiences as an LGBT student at your university impacts you as a student?”)
- (5) Removed redundant questions

7.10.3.13.2 FG guide and protocol

Focus Group Discussion Guide

Hi, I'm Zy Evangelista. Thank you for agreeing to participate in this focus group. The purpose of the focus group is to help us understand your campus experiences as LGBT students in your respective institutions. Before we begin, please read through the Participant Information Sheet and sign the Consent Form, if you agree to continue participating. Please let me know if you have any questions. **(GIVE PIS, CF, NAMECARDS).**

Before we start with the discussion, I'd like to go over the focus group guidelines to create and maintain a safe and open space during the discussion:

- Please use your preferred names to refer to yourself and to other individuals during the focus group.
- Only share what you are comfortable sharing. You can choose not to respond to any question that you would prefer not to answer.
- Be respectful of other participants throughout the discussion. Realize that we do not have to agree with someone to respect them.
- Listen carefully before responding and let other participants finish speaking before sharing your own thoughts.
- Keep comments focused on the topic. While strong expressions of opinion are welcomed, personal attacks are not.
- Please keep all information provided in the focus group confidential. All participants will sign a consent form and in doing so promise not to share individual details or personal information outside of the focus group.

Warm up questions:

1. Let's start with a quick introduction. Kindly share your **(SHOW AS A SLIDE)**:
 - o Preferred name
 - o Higher education institution
 - o Discipline of study
 - o What made you interested in taking part in the focus group
 - o What your expectations are from the focus group

I'll start. I'm Zy, I'm a PhD student at the University of Glasgow and I'm hoping to understand your experiences as LGBT university students at your respective universities. Who wants to go next?

Thank you everyone for sharing.

Okay, now that we've introduced ourselves to each other and know each other's preferred names, I want to start the discussion by asking: **What does campus climate mean to you?**

Now I want you to think about your day-to-day experience at your universities. Think about being at the library, in the classroom, around campus in the morning and at night.

I'm going to read an excerpt from a book by Beemyn & Rankin (2011) **(PASS COPIES OF THE TEXT)**:

RQ1: Campus climate - perceptions

1. As a microcosm of the larger social environment, college and university campuses reflect the prevailing prejudices of society. Consequently, campus climates have variously been described as “racist” for students and employees of colour, “chilly” for women, and “hostile” for lesbian, gay, bisexual, and transgender community members (Beemyn & Rankin, 2011, p. 81). **What word would you use to describe the campus climate for LGBT students at your university?**

Follow-up:

1. What does everyone else think?

Prompts:

- A. Safety
 - B. Security
 - C. Comfort about being open
 - D. Faculty
 - E. Staff
 - F. Students
 - G. Institution
2. Are there any aspects of your studies that you think shape your perceptions of the campus climate?

Prompts:

- A. Status (full-time, part-time)
- B. Year level
- C. Discipline

Follow-up:

- A. Can you tell me about campus spaces (specific areas, disciplines, individuals) that are more / less welcoming to LGBT students?
- B. Can you tell me about campus spaces (specific areas, disciplines, individuals) where you feel more comfortable being open about your sexual orientation or gender identity?
3. Do you think your university’s location (urban, rural) influences the campus climate for LGBT students?
 - If yes, in what way?
4. Do you think your university’s institutional reputation (secular, religious, public, private) influences the campus climate for LGBT students?
 - If yes, in what way?
 - Do you believe that your university is open to LGBT issues?

Follow-up:

- A. Are there any other factors of your identity that you think influences your experiences as an LGBT student at your university? (for example, having multiple minority identities)
 - o If they have multiple minority identities, which identity's more salient?
 - o How do their multiple identities interact?

- 5. When you were making the decision about which university to attend, can you tell me about the factors that you considered in making your decision?
 - o Did you consider the campus climate for LGBT students as a factor when you were making your decision?
 - o To what extent did your perceptions of the environment for LGBT students determine your choice?

RQ1: Campus climate – experiences

- 6. What is it like to be an LGBT student at your university?

- 7. What has your experience of university been so far as an LGBT student?

Follow-up:

- A. Do others have similar or different experiences?

- 8. Have you personally experienced or witnessed discrimination or harassment of LGBT students at your university?
 - o What happened?
 - o How did you feel about this?
 - o Did someone intervene?
 - o Who intervened?
 - o What did you do?
 - o Did you talk to anyone in campus about it?
 - i. If yes, How did they respond?
 - ii. If no, Why not?

Follow-up depending on response:

- A. Can you tell me more about that?
- B. Can you explain that to me?

Follow-up depending on response:

- A. Can you tell me about positive experiences you have had as an LGBT student?
- B. Can you tell me about negative experiences you have had as an LGBT student?

TRANSITION IF TOO MUCH HEAVY SHARING: *Thank you for sharing that. In the interest of continuing with the discussion, I'd like to move on the next question, if that's okay. If you need assistance or would like to speak with someone further after the focus group, I have listed some services that are available to support you. You can find the contact details on the Participant Information Sheet.*

RQ2: Impact of campus climate

9. How do you feel your experiences as an LGBT student at your university impacts you as a student?

Follow-up depending on response:

- A. Can you tell me more about that?
B. Can you explain that to me?

Prompts:

- A. Do you think it has affected your academic performance?
B. Do you think it has affected how you engage / participate in class?
C. Do you think it has affected how you engage / participate in university activities?
D. Do you think it has affected how you engage / participate in university organizations?
E. Has it influenced your desire to stay in university?
 o *Alternate form:* Has it influenced your intention to drop out of university?

F. Has it affected your sense of belonging as a member of your university?
G. Has it affected your interaction with other students?
H. Has it influenced how easy or difficult it is to make friends at university?

10. How do you feel your experiences as an LGBT student at your university impacts you overall as a person?

Follow-up depending on response:

- A. Can you tell me more about that?
B. Can you explain that to me?

Prompts (well-being):

- A. Has it affected your mental health?
B. Has it affected your self-esteem?
C. Has it affected your confidence?
D. Has it affected your identity development?

RQ3: Coping

11. What are your main sources of support for coping with the challenges of academia?

Prompts:

- A. Source of support
 Family
 Friends within university
 Friends outside of university
 Faculty
 Other staff
 Mental health professionals
 Hobbies

RQ3: Changes in campus

12. Are you aware of any anti-discrimination policies at your university?
- If yes:
 - i. What is/are your university's policies?
 - ii. Have you seen them in practice?

Follow-up:

- A. How does having one or not having one influence the way you feel about the campus environment at your university?
13. Overall, how do you feel about the level of support for LGBT students at your university?

Prompts:

- A. Are you aware of an official LGBT office or support centre at campus?
- B. Are you aware of any support groups provided for LGBT students on your campus?
- C. What type of LGBT resources, if any, are available on your campus?
- D. Are staff at your university educated about LGBT issues?
14. What do you think is the staff's role and responsibility for creating a safe and positive campus environment for LGBT students?
15. What specific changes would you suggest to improve the campus environment for LGBT students?

Prompts:

- A. Curriculum? (e.g. discussing LGBT issues in class)
- B. Institutional policies?
- C. LGBT support groups?
- D. LGBT training programmes?
- E. LGBT-specific events?
- F. Campus resources (e.g. library books)?
16. What would a 'safe space' look like for you?
17. What do you think students can do to create a positive campus environment for LGBT students?

Wrap up question:

18. What other comments would you like to make regarding the campus climate for LGBT students at your university?
19. Is there anything you want to add?

Ending script (GIVE DEBRIEF FORM):

Thank you very much for your participation and for sharing your experiences as an LGBT student at your university. The primary aim of the study was to investigate the current

campus environment for sexual and gender minorities in higher education settings and how the campus environment affects LGBTs' well-being. A secondary aim of the study was to explore how sexual and gender minorities cope with the challenges posed by negative campus environments.

To avoid influencing the results of the study, please avoid sharing information about the contents and aims of the study with other students who have not yet taken part in the study.

If you need assistance or would like to speak with someone after this, I have listed some services that are available to support you.

Just to make sure, now that the focus group has ended, are you happy for all of your contributions in the discussion to remain included in the transcript and in the analysis?

If yes, can you just state your preferred name again and indicate your consent by saying 'yes'?

Again, thank you for participating in this study.

7.10.4 Phase 3

7.10.4.1 Notes: Device and browser comparisons

University Website Search	
UK HEI 1 Search term: LGBTQ	PH HEI 1 Search term: LGBTQ
iPhone Safari vs MacBook Air Safari	iPhone Safari vs MacBook Air Safari
Same 31 results hits Minor difference in order of results (i.e. order of students)	Same 4 results hits Same order of results
MacBook Air Safari vs Dell Vostro Chrome	MacBook Air Safari vs Dell Vostro Chrome
Safari 31 results hits, Chrome 30 results hits Same first 10 results hits Minor difference in order of results	Same results hits and order

Note. There was not much discrepancy across devices/browsers when the search is conducted within the university website (same results hits and minor difference in order of results)

Google Search	
UK HEI 1 Search term: LGBTQ	PH HEI 1 Search term: LGBTQ
iPhone Safari vs MacBook Air Safari	iPhone Safari vs MacBook Air Safari
Page 1: same results hits and order Page 2: 1 differing hit, slightly different order Page 3: 3 differing hits, different order	Page 1: same results hits, slightly different order Page 2: 5 differing hits, different order Page 3: 5 differing hits, different order
MacBook Air Safari vs Dell Vostro Chrome	MacBook Air Safari vs Dell Vostro Chrome
Page 1: same results hits and order Page 2: 1 differing hit, different order Page 3: 3 same results hits, slightly different order	Page 1: 3 differing hits, different order Page 2: 2 differing hits, different order Page 3: 1 differing hit, different order

Note. There were some negligible differences across devices/browsers when the search is conducted within Google (differences aren't 'relevant' differences at least for the first 3 results pages)

7.11 Appendix C4: Quantitative results (Phase 1)

Table 7-4 Sample size guide: A summary of how the present study fares with the sample size recommendations for detecting 80% power ($d = .4$)

Present study	VanVoorhis & Morgan (2007)	Brysbaert (2019)
2 x 2 ANOVAs: At least 300 participants per group (not equal numbers per group)	Between-groups designs: At least 30 participants per group	Between-groups designs: At least 100 participants per group (equal numbers per group)
Hierarchical regression (4 predictors): UK LGBT+ ~440 PH LGBT+ ~370	Regressions: 50 participants + number of predictor variables	Regressions: 100 participants + 100 per predictor variable
Principal components analysis (4 components): UK LGBT+ ~450 PH LGBT+ ~370	Factor analysis: 50 participants = very poor 100 participants = poor 200 participants = fair 300 participants = good 500 participants = very good	

Note.

ANOVAs - our study meets the minimum number of participants per group but the numbers per group are unequal (more cis-heterosexual participants than LGBT+ participants)

Regressions - our study meets the number for the less stringent criteria but is ~100 participants short for Brysbaert's (2019) more stringent criteria

Principal components analysis - each component has at least 300 participants except for latent variable 4 for the PH sample ($n = 262$)

7.11.1 Sensitivity analysis

7.11.1.1 2 (Country: UK vs. PH) x (SOGI: LGBT+ vs. cis-heterosexual) ANOVA

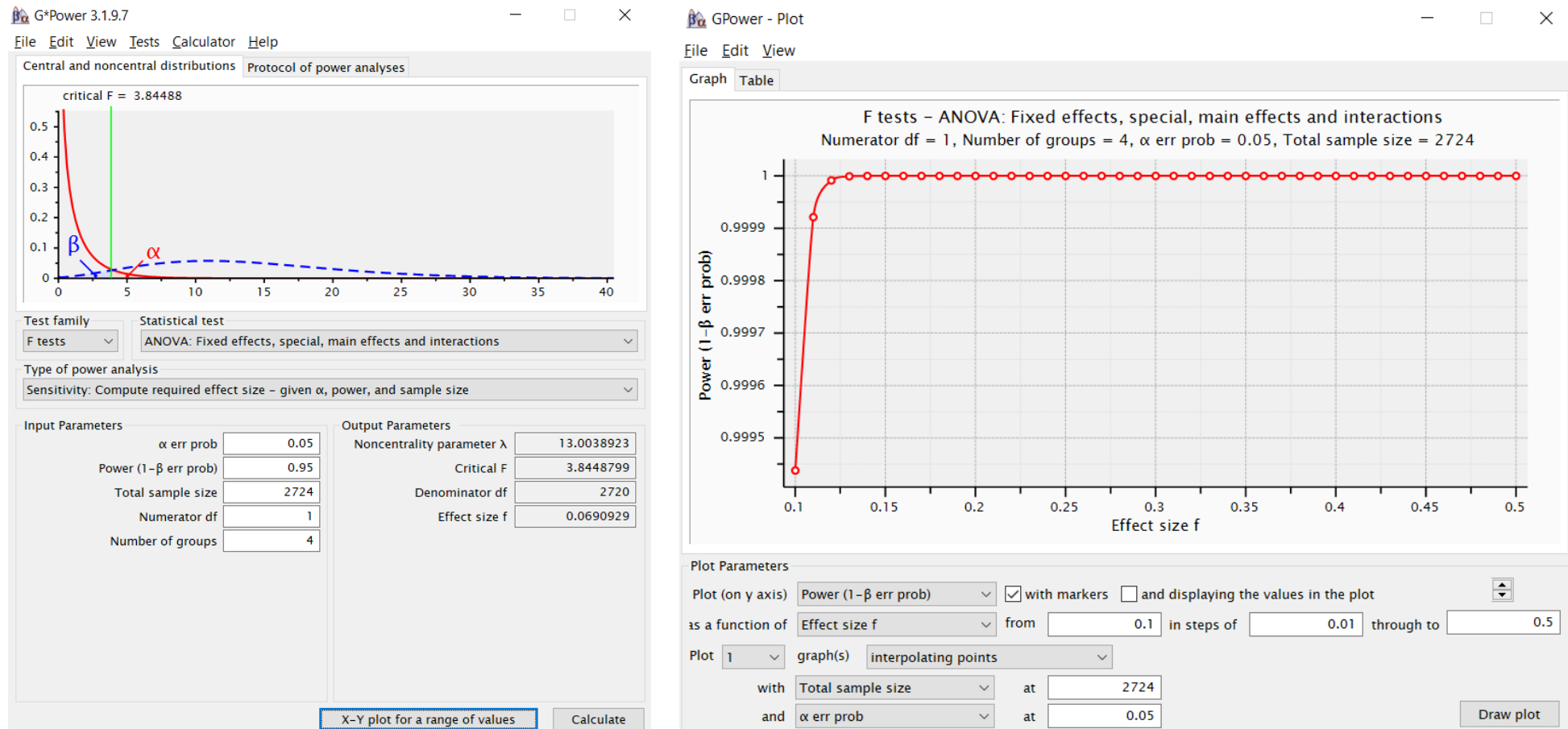


Figure 7-1 Sensitivity power analysis in G*Power for ANOVA. Regression: UK sample

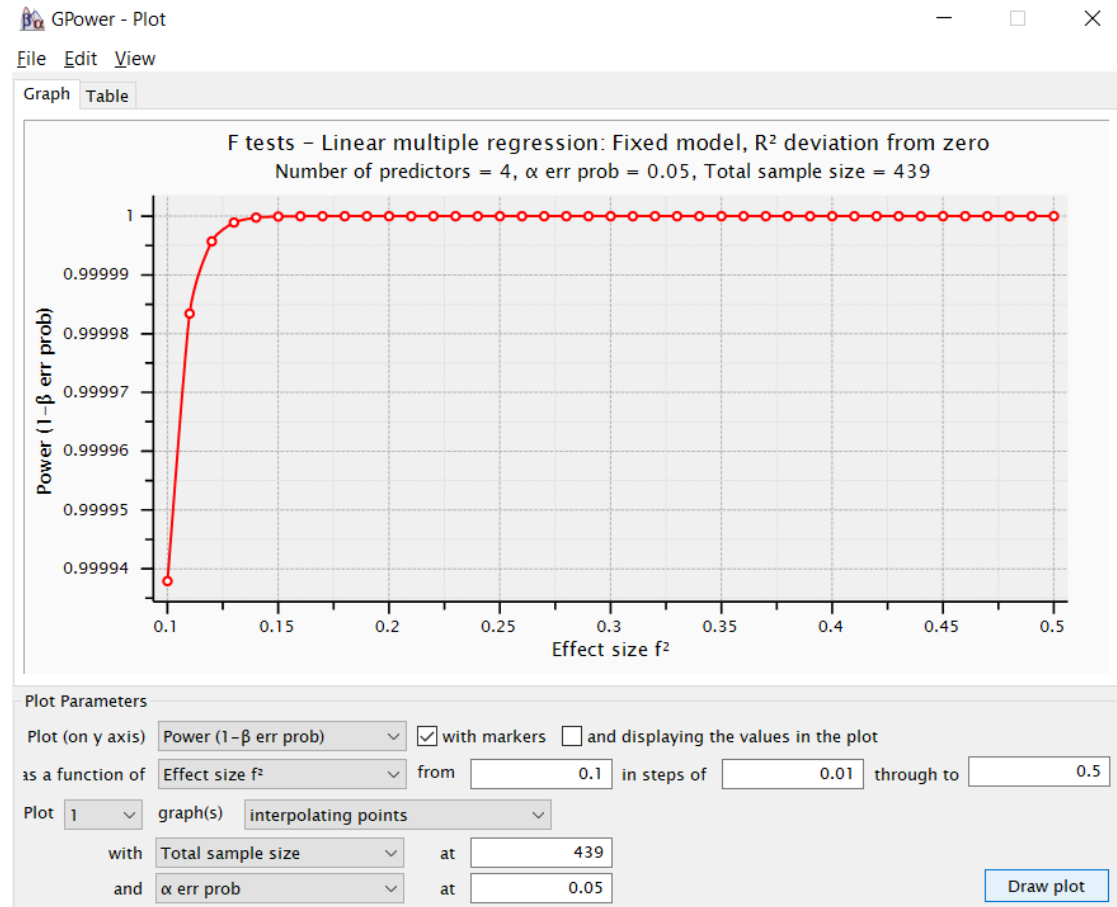
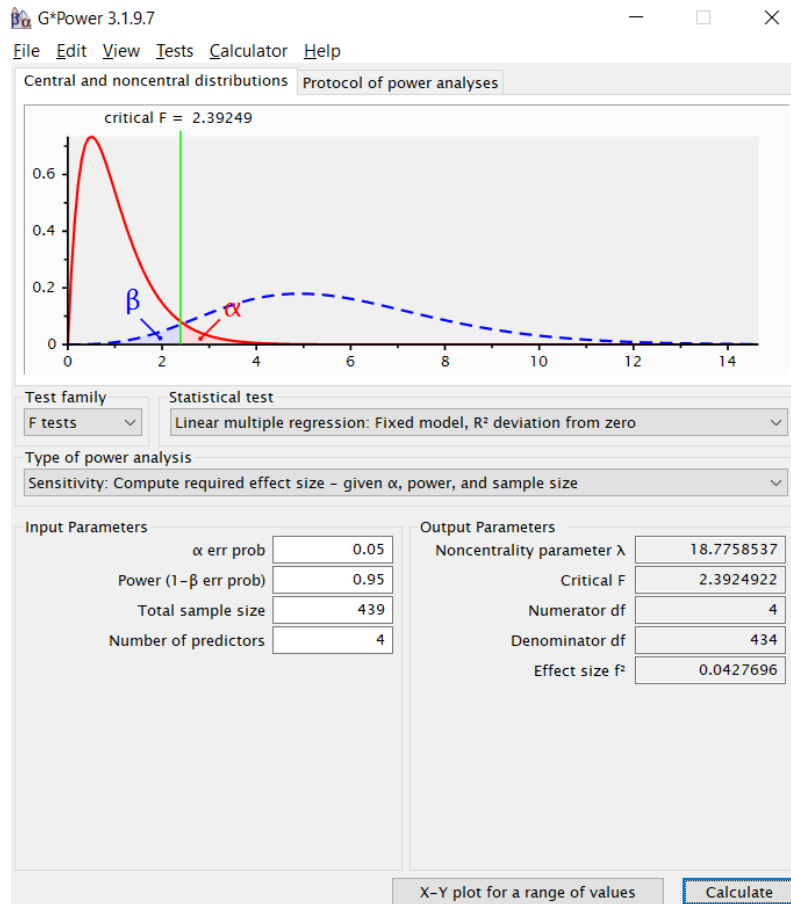


Figure 7-2 Sensitivity power analysis in G*Power for regression (UK sample).

7.11.1.3 Regression: PH sample

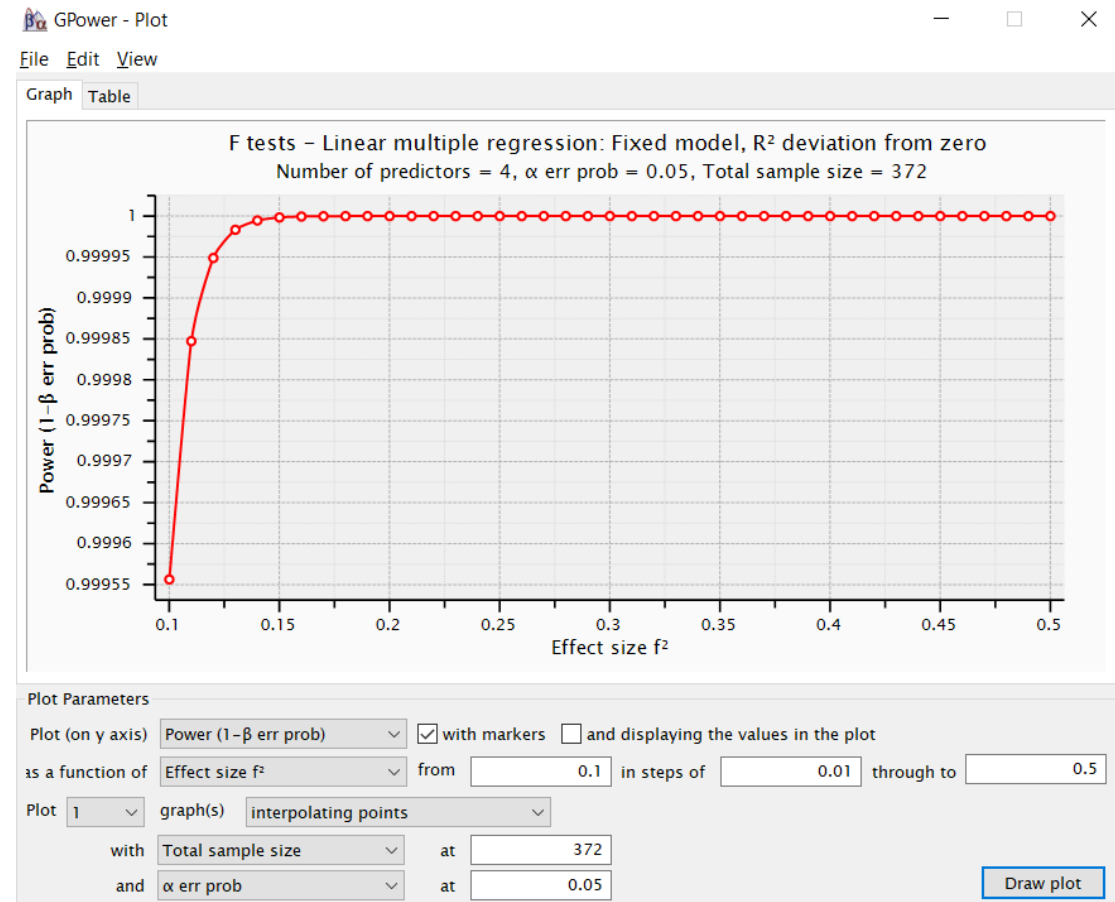
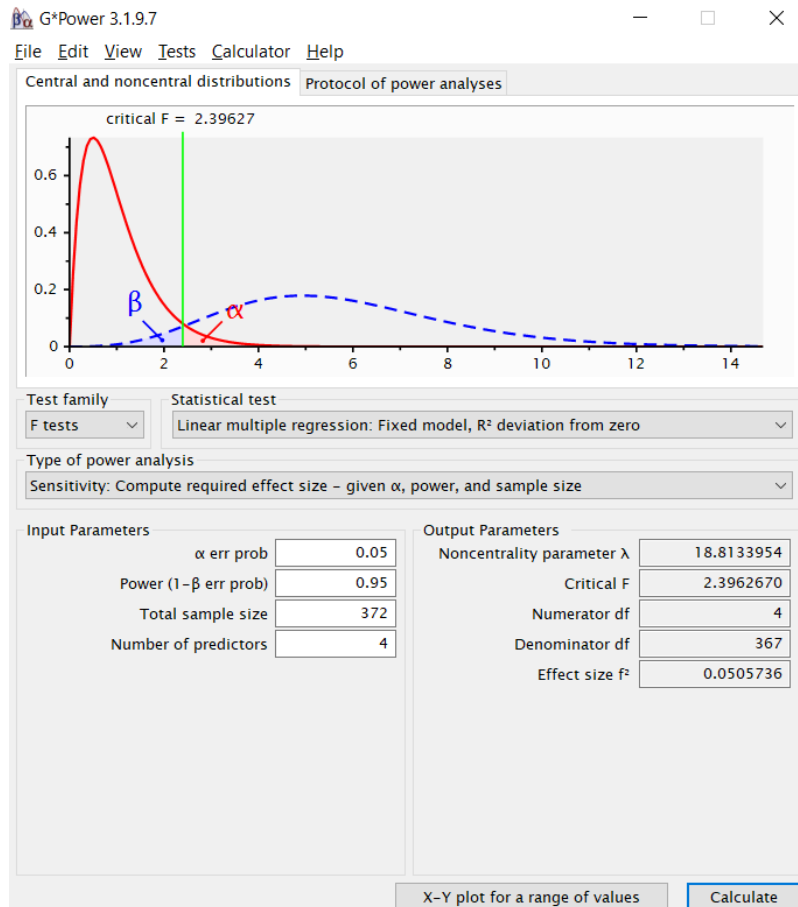


Figure 7-3 Sensitivity power analysis in G*Power for regression (PH sample).

7.11.1.4 Summary of observed effect sizes and minimum detectable effect sizes

Table 7-5 ANOVA effect sizes

	Main effect (ME): SOGI	Main effect (ME): Country	Interaction effect (IE)	Notes
Traditional anti-LGBT+ prejudice	.255*** OES > MDES	.285*** OES > MDES	.067*** OES < MDES	Evidence is in favour of the effect for ME/IE.
Modern anti-LGBT+ prejudice	.344*** OES > MDES	.236*** OES > MDES	.013 OES < MDES	Evidence is in favour of the effect for ME; Inconclusive for IE
General campus climate perceptions	.069*** OE = MDE	.152*** OES > MDES	.018 OES < MDES	Evidence is in favour of the effect for ME; Inconclusive for IE
Perceptions of institutional support for LGBT+	.062*** OES < MDES	.126*** OES > MDES	.035 OES < MDES	Evidence is in favour of the effect for ME; Inconclusive for IE
Experience of personal harassment	.094*** OES > MDES	.158*** OES > MDES	.000 OES < MDES	Evidence is in favour of the effect for ME; Inconclusive for IE
Experience of ambient harassment	.148*** OES > MDES	.000 OES < MDES	.024 OES < MDES	Evidence is in favour of the effect for SOGI ME; Inconclusive for Country ME,IE
Social identity belonging	.004 OES < MDES	.101*** OES > MDES	.000 OES < MDES	Evidence is in favour of the effect for Country ME; Inconclusive for SOGI ME,IE
Psychological well-being	.124*** OES > MDES	.152*** OES > MDES	.000 OES < MDES	Evidence is in favour of the effect for ME; Inconclusive for IE

Note. Observed effect sizes (OES) shown are Cohen's *f*.

Partial eta-squared (η^2) was converted to Cohen's *f* using <https://effect-size-calculator.herokuapp.com/>

Minimum detectable effect size (MDES) from G*Power (Cohen's *f*) = .069

Notes are guided by the discussion in [Zunhammer \(2020\)](#)

p* < .05 *p* < .01 ****p* < .001

Table 7-6 Regression effect sizes

	UK	PH	Notes
Academic performance	.019** OES < MDES	.019** OES < MDES	Evidence is in favour of the effect
Academic persistence	.087*** OES > MDES	.103*** OES > MDES	Evidence is in favour of the effect
Psychological well-being	.261*** OES > MDES	.166*** OES > MDES	Evidence is in favour of the effect

Note. Observed effect sizes (OES) shown are Cohen's f^2 .

Adjusted R^2 was converted to Cohen's f^2 using <https://www.danielsoper.com/statcalc/calculator.aspx?id=5>

Minimum detectable effect size (MDES) from G*Power (Cohen's f^2): UK = .043; PH = .051

Notes are guided by the discussion in [Zunhammer \(2020\)](#)

* $p < .05$ ** $p < .01$ *** $p < .001$

7.11.2 Descriptive statistics

7.11.2.1 Overall sample

Table 7-7 Phase 1 descriptive statistics for the overall sample (validated measures)

	Attitudes			
	Traditional anti-LGBT+ prejudice	Modern anti-LGBT+ prejudice	Attitudes toward LGBT+ inclusion at university	General feelings toward the LGBT+ community
<i>n</i>	2924	2935	2934	2939
Mean	1.73	2.29	2.11	82.90
Median	1.50	2.33	2.00	90.00
Mode	1.00	1.00	1.00	100.00
<i>SD</i>	.790	.881	.867	20.293
Skewness	1.202	.327	.708	-1.264
SE skewness	.045	.045	.045	.045
Kurtosis	1.152	-.512	.320	1.193
SE kurtosis	.091	.090	.090	.090
Minimum	1.00	1.00	1.00	0.00
Maximum	5.00	5.00	5.00	100.00

Note.

N = 2984 (*UK* = 1429; *PH* = 1555). Cases were excluded on a pairwise basis.

Prejudice measures (1-5; higher scores = higher levels of prejudice)

Thermometer measure (0-100; higher scores = warmer feelings)

	Perceptions				
	Campus climate perceptions	Campus climate warmth	Campus climate comfort	Campus climate safety	Perceptions of institutional support for LGBT+
<i>n</i>	2934	2947	2573	2966	2937
Mean	3.95	72.72	3.89	3.83	3.66
Median	4.14	70.00	4.00	4.00	3.67
Mode	5.00	70.00	5.00	4.00	3.67
<i>SD</i>	.854	16.982	.794	1.097	.559
Skewness	-1.176	-.974	-.640	-.805	-.022
SE skewness	.045	.045	.048	.045	.045
Kurtosis	1.607	1.570	.271	-.163	.081
SE kurtosis	.090	.090	.096	.090	.090
Minimum	1.00	0.00	1.00	1.00	1.33
Maximum	5.00	100.00	5.00	5.00	5.00

Note.

N = 2984 (*UK* = 1429; *PH* = 1555). Cases were excluded on a pairwise basis.

Perception measures (1-5; higher scores = more positive perceptions)

Thermometer measure (0-100; higher scores = warmer feelings)

Experiences		
	Personal harassment	Ambient harassment
<i>n</i>	2917	1241
Mean	1.30	2.95
Median	1.10	3.00
Mode	1.00	2.50
<i>SD</i>	.421	.836
Skewness	2.431	.025
SE skewness	.045	.069
Kurtosis	8.406	-.991
SE kurtosis	.091	.139
Minimum	1.00	1.50
Maximum	5.00	4.50

Note.

N = 2984 (*UK* = 1429; *PH* = 1555). Cases were excluded on a pairwise basis.

Harassment measures (1-5; higher scores = higher levels of harassment)

Outcomes					
	Social identity belonging	Psychological well-being	Life satisfaction	Academic performance	Academic persistence
<i>n</i>	2949	2956	2967	2961	2966
Mean	3.84	3.51	6.75	4.20	1.89
Median	4.00	3.60	7.00	4.00	1.00
Mode	4.00	3.60	7.00	4.00	1.00
<i>SD</i>	.699	1.027	1.965	.696	1.297
Skewness	-.662	-.033	-.693	-.685	1.353
SE skewness	.045	.045	.045	.045	.045
Kurtosis	.457	-.696	.308	.857	.857
SE kurtosis	.090	.090	.090	.090	.090
Minimum	1.00	1.00	1.00	1.00	1.00
Maximum	5.00	6.00	10.00	5.00	5.00

Note.

N = 2984 (*UK* = 1429; *PH* = 1555). Cases were excluded on a pairwise basis.

7.11.2.2 By country and SOGI groupings

Table 7-8 Phase 1 descriptive statistics by country and SOGI groupings (validated measures)

Traditional anti-LGBT+ prejudice (1-5; higher scores = higher levels of prejudice)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
							skewness			kurtosis		
LGBT+	UK	456	1.26	1.17	1.00	.383	2.383	.114	7.101	.228	1.00	3.50
	PH	389	1.60	1.33	1.00	.648	.960	.124	-.140	.247	1.00	3.50
Non-LGBT+	UK	951	1.56	1.33	1.00	.753	1.909	.079	3.850	.158	1.00	5.00
	PH	1128	2.12	2.00	1.00	.815	.602	.073	.177	.146	1.00	5.00
Modern anti-LGBT+ prejudice (1-5; higher scores = higher levels of prejudice)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
							skewness			kurtosis		
LGBT+	UK	458	1.61	1.33	1.00	.693	1.526	.114	2.498	.228	1.00	4.67
	PH	389	2.08	2.00	1.00	.833	.375	.124	-.902	.247	1.00	4.67
Non-LGBT+	UK	959	2.27	2.17	1.00	.890	.541	.079	-.192	.158	1.00	5.00
	PH	1129	2.65	2.67	3.00	.761	.027	.073	.017	.145	1.00	5.00
Attitudes toward LGBT+ related topics within university contexts (1-5; higher scores = higher levels of prejudice)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
							skewness			kurtosis		
LGBT+	UK	459	1.61	1.25	1.00	.723	1.481	.114	2.481	.227	1.00	4.75
	PH	389	1.76	1.75	1.00	.740	.839	.124	.061	.247	1.00	4.25
Non-LGBT+	UK	958	2.33	2.25	2.00	.918	.585	.079	-.010	.158	1.00	5.00
	PH	1128	2.27	2.25	2.00	.796	.634	.073	.753	.146	1.00	5.00
General feelings towards the LGBT+ community (0-100 thermometer measure; higher scores = warmer feelings)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
							skewness			kurtosis		
LGBT+	UK	460	89.30	100.00	100.00	16.554	-1.775	.114	3.074	.227	0.00	100.00
	PH	393	86.07	90.00	100.00	17.065	-1.568	.123	2.550	.246	15.00	100.00
Non-LGBT+	UK	956	83.99	90.00	100.00	20.992	-1.311	.079	.989	.158	0.00	100.00
	PH	1130	78.26	85.00	100.00	21.063	-1.015	.073	.785	.145	0.00	100.00

Campus climate perceptions (1-5; higher scores = more positive perceptions)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
								skewness		kurtosis		
LGBT+	UK	458	3.98	4.14	4.00	.749	-.938	.114	1.052	.228	1.00	5.00
	PH	389	3.75	3.86	4.00	.876	-.712	.124	.492	.247	1.00	5.00
Non-LGBT+	UK	954	4.16	4.29	5.00	.768	-1.608	.079	3.390	.158	1.00	5.00
	PH	1133	3.83	4.00	5.00	.915	-1.099	.073	1.293	.145	1.00	5.00
Campus climate feeling (0-100 thermometer measure; higher scores = warmer feelings)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
								skewness		kurtosis		
LGBT+	UK	463	71.04	70.00	70.00	16.911	-1.185	.113	2.490	.226	0.00	100.00
	PH	394	73.69	75.00	85.00	16.823	-1.063	.123	1.941	.245	0.00	100.00
Non-LGBT+	UK	959	71.37	70.00	70.00	17.346	-.942	.079	1.180	.158	0.00	100.00
	PH	1131	74.22	75.00	85.00	16.616	-.893	.073	1.421	.145	0.00	100.00
Campus climate comfort (1-5; higher scores = higher levels of comfort)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
								skewness		kurtosis		
LGBT+	UK	454	3.72	3.80	4.00	.852	-.436	.115	-.472	.229	1.20	5.00
	PH	264	3.92	4.00	5.00	.750	-.525	.150	.088	.299	1.60	5.00
Non-LGBT+	UK	949	3.89	4.00	5.00	.820	-.697	.079	.315	.159	1.00	5.00
	PH	906	3.96	4.00	4.00	.736	-.666	.081	.778	.162	1.00	5.00
Campus climate safety (1-5; higher scores = higher feelings of safety)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
								skewness		kurtosis		
LGBT+	UK	462	3.79	4.00	4.00	1.026	-.655	.114	-.349	.227	1.00	5.00
	PH	400	3.60	4.00	4.00	1.179	-.621	.122	-.591	.243	1.00	5.00
Non-LGBT+	UK	960	3.98	4.00	4.00	1.023	-.956	.079	.267	.158	1.00	5.00
	PH	1144	3.79	4.00	4.00	1.137	-.785	.072	-.261	.145	1.00	5.00

Perceptions of institutional support for LGBT+ (1-5; higher scores = higher perceived levels of institutional support for LGBT+)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE skewness	Kurtosis	SE kurtosis	Minimum	Maximum
LGBT+	UK	461	3.66	3.67	3.67	.576	-.380	.114	.483	.227	1.50	5.00
	PH	391	3.55	3.50	3.7	.596	-.262	.123	.325	.246	1.33	5.00
Non-LGBT+	UK	955	3.79	3.83	3.67	.540	.021	.079	-.201	.158	1.67	5.00
	PH	1130	3.59	3.50	3.67	.535	.264	.073	-.003	.145	1.83	5.00
Personal harassment (1-5; higher scores = higher levels of harassment)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE skewness	Kurtosis	SE kurtosis	Minimum	Maximum
LGBT+	UK	450	1.28	1.18	1.00	.398	2.39	.115	6.96	.230	1.00	3.55
	PH	388	1.43	1.27	1.00	.478	1.74	.124	3.48	.247	1.00	3.73
Non-LGBT+	UK	957	1.19	1.00	1.00	.338	2.85	.079	10.48	.158	1.00	3.60
	PH	1122	1.34	1.20	1.00	.451	2.45	.073	9.42	.146	1.00	5.00
Ambient harassment (1-5; higher scores = higher levels of harassment)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE skewness	Kurtosis	SE kurtosis	Minimum	Maximum
LGBT+	UK	284	3.13	3.00	4.00	.887	-.173	.145	-1.051	.288	1.50	4.50
	PH	215	3.06	3.00	2.50	.790	-.079	.166	-.877	.330	1.50	4.50
Non-LGBT+	UK	328	2.81	3.00	2.00	.833	.124	.135	-1.096	.268	1.50	4.50
	PH	414	2.87	3.00	2.50	.798	.100	.120	-.841	.239	1.50	4.50

Social identity belonging (1-5; higher scores = higher levels of social identity belonging within university)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
								skewness	kurtosis			
LGBT+	UK	462	3.73	3.80	4.00	.714	-.643	.114	.358	.227	1.00	5.00
	PH	400	3.91	4.00	3.80	.688	-.730	.122	.669	.243	1.60	5.00
Non-LGBT+	UK	958	3.78	3.80	4.00	.723	-.538	.079	-.001	.158	1.60	5.00
	PH	1129	3.92	4.00	4.00	.665	-.748	.073	.985	.145	1.00	5.00
Psychological well-being (1-6; higher scores = higher levels of psychological well-being)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
								skewness	kurtosis			
LGBT+	UK	461	3.12	3.00	3.00	.929	.113	.114	-.753	.227	1.00	5.40
	PH	398	3.49	3.50	3.40	1.065	.103	.122	-.575	.244	1.00	6.00
Non-LGBT+	UK	959	3.43	3.40	3.20	.988	-.033	.079	-.708	.158	1.00	6.00
	PH	1138	3.74	3.80	3.60	1.026	-.220	.073	-.620	.145	1.00	6.00
Life satisfaction (1-10; higher scores = higher levels of life satisfaction)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
								skewness	kurtosis			
LGBT+	UK	462	6.34	7.00	7.00	1.930	-.631	.114	.018	.227	1.00	10.00
	PH	399	6.44	7.00	7.00	2.115	-.492	.122	-.244	.244	1.00	10.00
Non-LGBT+	UK	960	6.83	7.00	7.00	1.832	-.818	.079	.679	.158	1.00	10.00
	PH	1146	6.95	7.00	8.00	2.00	-.729	.072	.459	.144	1.00	10.00
Daily impact of stress and anxiety (1-6; higher scores = higher daily impact of stress and anxiety)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE	Kurtosis	SE	Minimum	Maximum
								skewness	kurtosis			
LGBT+	UK	461	3.93	4.00	5.00	1.324	-.192	.114	-.967	.227	1.00	6.00
	PH	399	4.01	4.00	5.00	1.304	-.303	.122	-.775	.244	1.00	6.00
Non-LGBT+	UK	959	3.50	4.00	2.00	1.316	.162	.079	-.949	.158	1.00	6.00
	PH	1146	3.61	4.00	2.00	1.378	.005	.072	-1.047	.144	1.00	6.00

Academic performance (1-5; higher scores = higher self-reported grades)												
SOGI	Country	n	Mean	Median	Mode	SD	Skewness	SE	Kurtosis	SE	Minimum	Maximum
								skewness		kurtosis		
LGBT+	UK	460	4.25	4.00	4.00	.676	-.575	.114	.136	.227	2.00	5.00
	PH	398	4.18	4.00	4.00	.651	-.361	.122	.000	.244	2.00	5.00
Non-LGBT+	UK	956	4.22	4.00	4.00	.752	-1.045	.079	1.848	.158	1.00	5.00
	PH	1147	4.18	4.00	4.00	.668	-.435	.072	.125	.144	2.00	5.00
Academic persistence (1-5; higher scores = higher intentions of dropping out)												
SOGI	Country	n	Mean	Median	Mode	SD	Skewness	SE	Kurtosis	SE	Minimum	Maximum
								skewness		kurtosis		
LGBT+	UK	463	2.01	1.00	1.00	1.382	1.159	.113	-.042	.226	1.00	5.00
	PH	400	1.97	1.00	1.00	1.327	1.273	.122	.385	.243	1.00	5.00
Non-LGBT+	UK	959	1.89	1.00	1.00	1.284	1.342	.079	.567	.158	1.00	5.00
	PH	1144	1.81	1.00	1.00	1.256	1.486	.072	.984	.145	1.00	5.00

Note. N = 2984 (UK = 1429; PH = 1555). Cases were excluded on a pairwise basis.

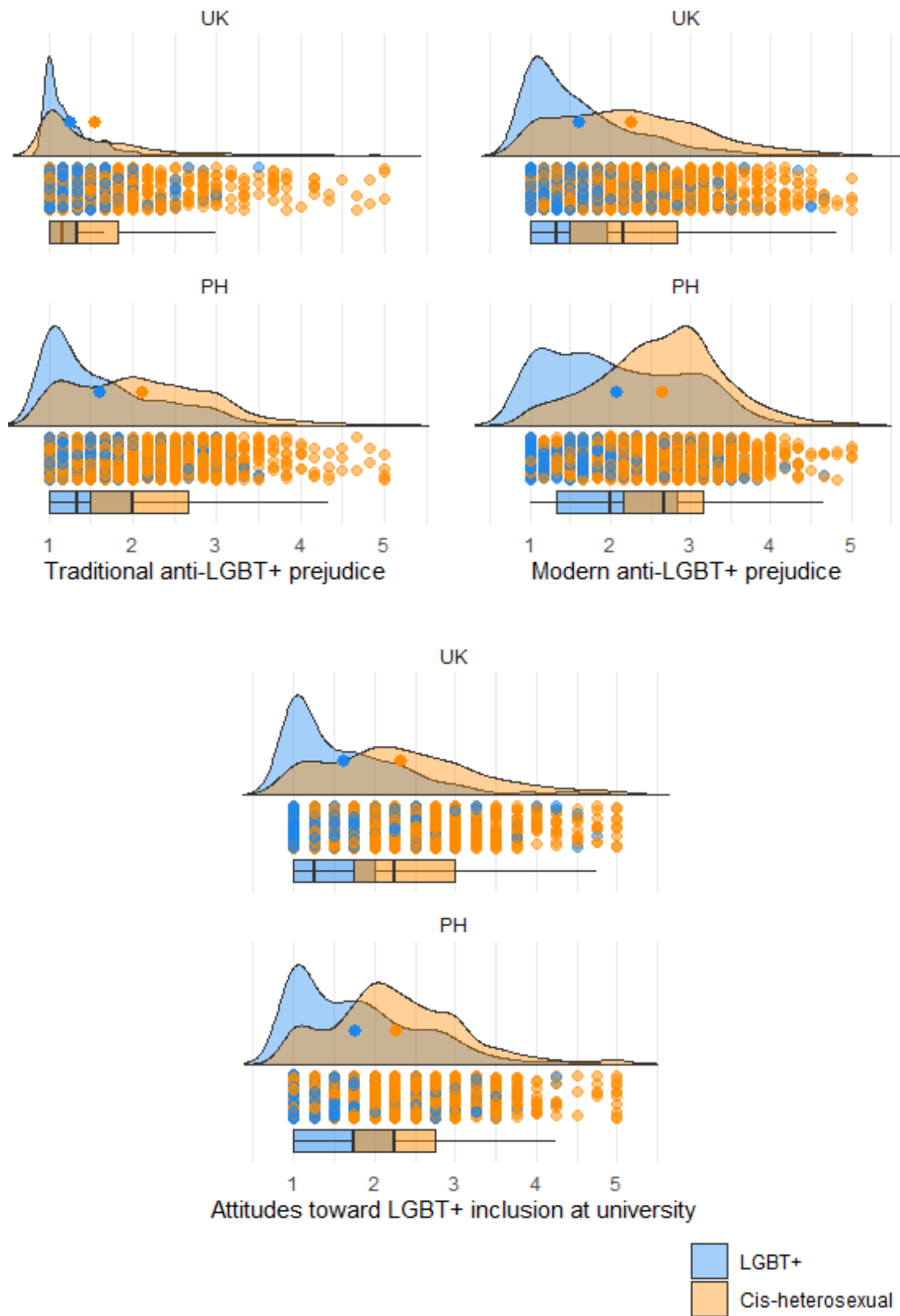


Figure 7-4 Raincloud plots for LGBT+ attitudes measures by country and SOGI groupings. Higher scores indicate more negative attitudes toward LGBT+.

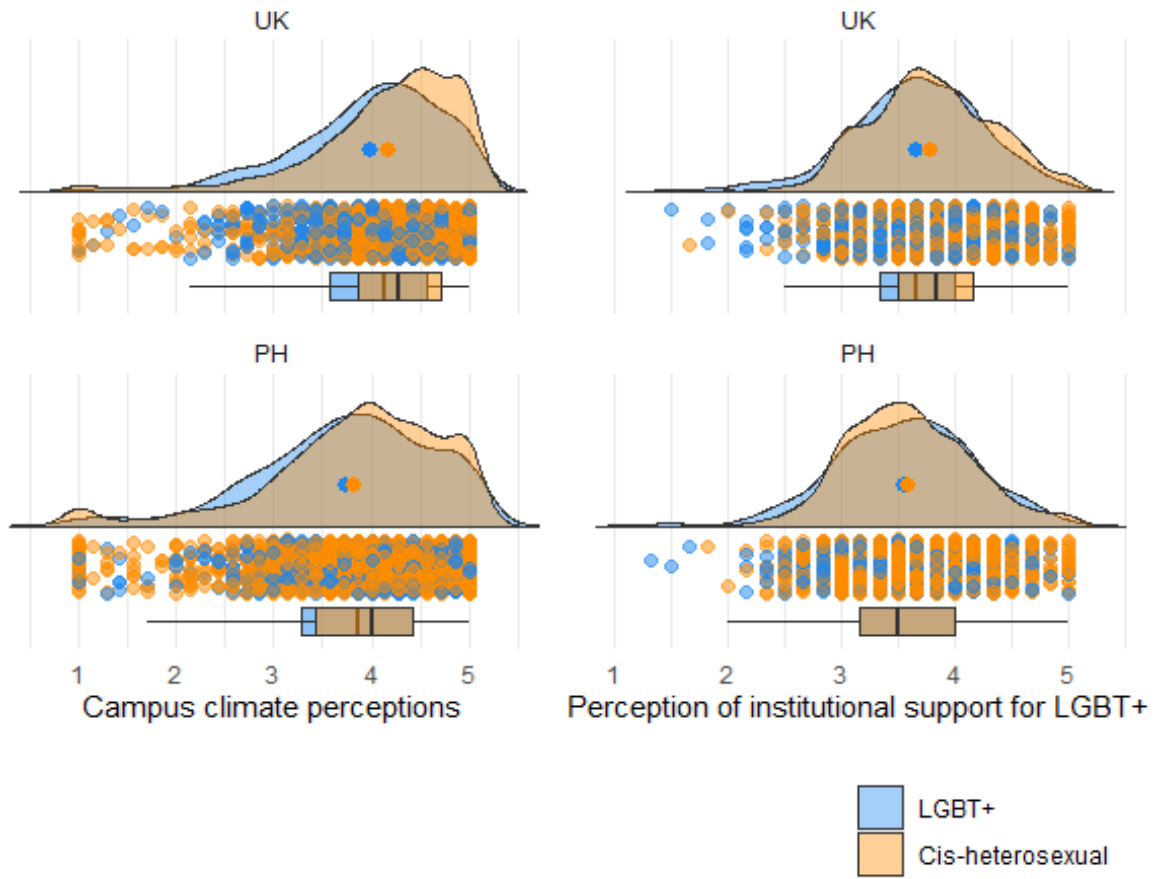


Figure 7-5 Raincloud plots for campus climate perceptions measures by country and SOGI groupings. Higher scores indicate more positive campus climate perceptions.

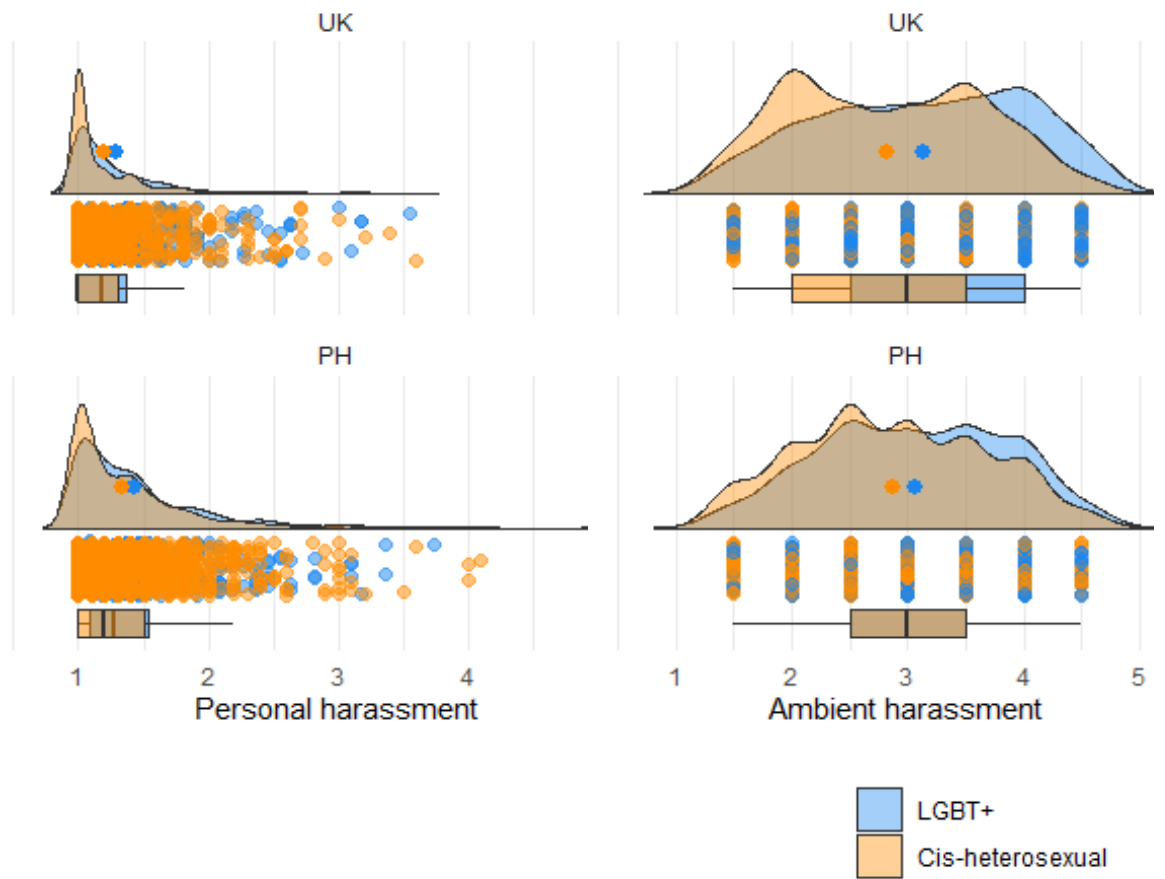


Figure 7-6 Raincloud plots for campus climate experiences measures by country and SOGI groupings. Higher scores indicate more experiences of harassment.

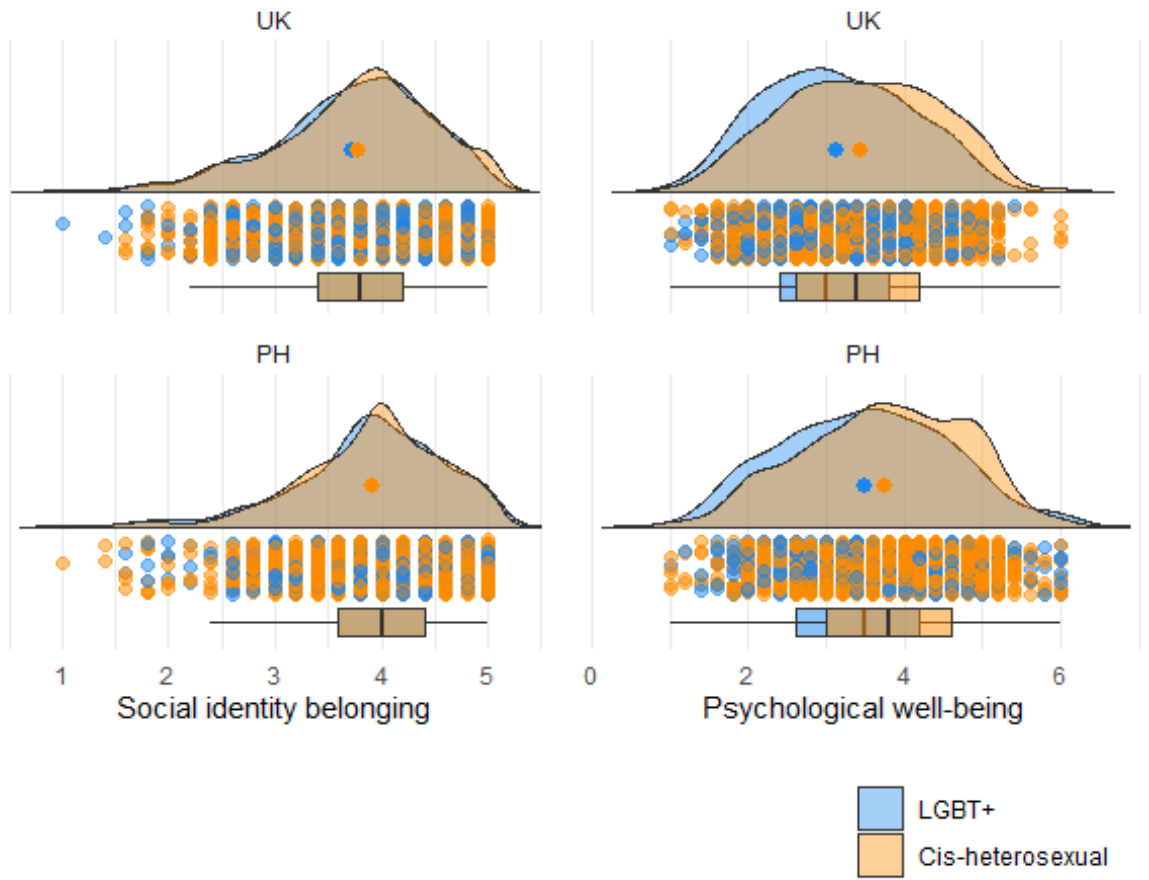


Figure 7-7 Raincloud plots for campus climate outcomes measures by country and SOGI groupings. Higher scores indicate more positive outcomes.

Table 7-9 Phase 1 descriptive statistics (latent variables)

LV1: Social attitudes toward LGBT+ (1-5; higher scores = more negative attitudes)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE skewness	Kurtosis	SE kurtosis	Minimum	Maximum
LGBT+	UK	454	1.45	1.27	1.00	.493	1.665	.115	3.159	.229	1.00	3.80
	PH	387	1.81	1.60	1.00	.652	.574	.124	-.802	.247	1.00	3.53
LV2: Campus climate warmth and support (1-5; higher scores = more positive perceptions)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE skewness	Kurtosis	SE kurtosis	Minimum	Maximum
LGBT+	UK	448	3.85	3.89	3.79	.563	-.659	.115	.511	.230	1.79	5.00
	PH	377	3.69	3.71	3.71	.619	-.464	.126	.124	.251	1.64	4.93
LV3: Experience of anti-LGBT+ discrimination (1-5; higher scores = more experiences of discrimination)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE skewness	Kurtosis	SE kurtosis	Minimum	Maximum
LGBT+	UK	450	1.28	1.18	1.00	.398	2.388	.115	6.962	.230	1.00	3.55
	PH	388	1.43	1.27	1.00	.478	1.735	.124	3.480	.247	1.00	3.73
LV4: Campus climate-Habitus fit (1-5; higher scores = higher feelings of warmth, comfort, safety)												
SOGI	Country	<i>n</i>	Mean	Median	Mode	<i>SD</i>	Skewness	SE skewness	Kurtosis	SE kurtosis	Minimum	Maximum
LGBT+	UK	463	3.75	3.83	3.67	.781	-.361	.113	-.478	.226	1.33	5.00
	PH	400	3.93	4.00	4.00	.694	-.420	.122	-.275	.243	2.00	5.00

Note. *N* = 877 (UK = 469; PH = 408). Cases were excluded on a pairwise basis.

7.11.3 Correlations

Table 7-10 Correlation matrix for survey variables (LGBT+ sample only)

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1 Traditional prejudice	-														
2 Modern prejudice	.496**	-													
3 LGBT+ topics at university	.386**	.590**	-												
4 Campus climate perceptions	-.057	.058	.053	-											
5 Institutional support for LGBT+	-.122	.140*	-.046	.547**	-										
6 Campus climate thermometer	.038	.134*	.014	.325**	.261**	-									
7 Campus climate comfort	.025	.116	-.060	.273**	.311**	.424**	-								
8 LGBT+ comfort	-.228**	.012	-.074	.347**	.411**	.234**	.288**	-							
9 Safety	-.014	.137*	.050	.357**	.284**	.209**	.434**	.135*	-						
10 Personal harassment	.078	-.079	-.106	-.353**	-.271**	-.162*	-.037	-.243**	-.217**	-					
11 Social identity belonging	-.033	-.020	-.017	.277**	.266**	.502**	.242**	.053	.158*	-.010	-				
12 Psychological well-being	.095	.137*	-.016	.324**	.236**	.304**	.471**	.174**	.318**	-.078	.299**	-			
13 Outness	.082	.090	-.123	-.093	.066	-.042	.119	.239**	.015	.252**	-.015	.098	-		
14 Religiosity	.375**	.348**	.192**	-.066	-.051	.096	.044	-.132*	-.039	.193**	.116	.265**	.185**	-	

Note. Correlation coefficients are based on Spearman's rho.

n = 224.

Bootstrap results are based on 1,000 bootstrap samples.

*p < .05 **p < .01 ***p < .001

Table 7-11 Correlation matrix for latent variables and LGBT+ outcomes (LGBT+ sample only)

Variable	1	2	3	4	5	6	7	8	9
1 LV1: Social attitudes toward LGBT+	-								
2 LV2: Campus climate warmth and support	.043	-							
3 LV3: Direct experiences of anti-LGBT+ discrimination	-.112**	-.335**	-						
4 LV4: Campus climate-Habitus fit	.010	.322**	-.111**	-					
5 Social identity belonging	-.041	.345**	-.060	.235**	-				
6 Academic performance	.017	.146**	-.107**	.075*	.120**	-			
7 Academic persistence	-.025	-.256**	.201**	-.165**	-.377**	-.179**	-		
8 Psychological well-being	.108**	.208**	-.045	.403**	.261**	.172**	-.220**	-	
9 Life satisfaction	.101**	.196**	-.100**	.360**	.267**	.177**	-.282**	.630**	-

Note. Correlation coefficients are based on Spearman's rho.
n = 811.

Bootstrap results are based on 1,000 bootstrap samples.

p* < .05 *p* < .01 ****p* < .001

7.11.4 Principal component analysis loadings

Table 7-12 UK LGBT+ students' pattern matrix of the principal component analysis results for the campus climate measure used in Phase 1

Code	Item	Component loading			
		1	2	3	4
ThermometerClimate	In general, how would you rate the overall campus feeling at your university? Your rating (i.e. any number from 0° - 100°)	.394	-.222	-.026	-.390
Perception_1	Please rate the campus environment in general using the following scale (1-5): Unsafe:Safe	.530	-.069	.027	-.156
Perception_2	Please rate the campus environment in general using the following scale (1-5): Unfriendly:Friendly	.469	-.087	.026	-.356
Perception_3	Please rate the campus environment in general using the following scale (1-5): Non-inclusive:Inclusive	.616	-.027	.056	-.229
Perception_4	Please rate the campus environment in general using the following scale (1-5): Unsupportive:Supportive	.503	-.080	.068	-.261
Perception_5	Please rate the campus environment in general using the following scale (1-5): Homophobic:Not homophobic	.758	.097	.171	.063
Perception_6	Please rate the campus environment in general using the following scale (1-5): Biphobic:Not biphobic	.783	.092	.190	.063
Perception_7	Please rate the campus environment in general using the following scale (1-5): Transphobic:Not transphobic	.762	.209	.084	.009
Comfort_1	How comfortable do you feel sitting alone in: - University library	.201	-.094	-.174	-.478
Comfort_2	How comfortable do you feel sitting alone in: - University cafeteria	.143	-.037	-.074	-.732
Comfort_3	How comfortable do you feel sitting alone in: - University clubs/societies	-.034	-.013	.047	-.773
Comfort_4	How comfortable do you feel sitting alone in: - University sports groups/clubs	.065	.070	-.021	-.719
Comfort_5	How comfortable do you feel sitting alone in: - Shops and restaurants in/near campus	.048	-.055	.005	-.639
LGBTComfort	How comfortable do you feel being an LGBT+ person at your university?	.486	-.071	-.027	-.167
LGBTHideSO	Since being at this university, have you ever avoided being open about your sexual orientation due to fear of negative consequences?	-.292	-.070	.089	-.090
LGBTHideGIE	Since being at this university, have you ever avoided expressing your gender identity for fear of a negative reaction from others? For example, through your physical appearance or clothing.	-.194	.048	.304	.039
Fear	Since being at this university, have you ever feared for your physical safety because of your sexual orientation / gender identity?	.019	.014	.446	.075
Safety	How safe do you feel walking alone at night around university buildings?	.192	.097	-.142	-.377

Code	Item	Component loading			
		1	2	3	4
ThermometerLGBT	In general, how do you feel towards the members of the LGBT+ community? Your rating (i.e. any number from 0° - 100°)	.248	-.553	.158	.161
TP_1	Being LGBT+ is a sin.	-.127	.386	.145	-.180
MP_1	LGBT+ people should stop complaining about the way they are treated in society, and simply get on with their lives.	-.010	.802	.010	-.045
MP_2	LGBT+ people do not have all the rights they need.	.148	.516	.019	.121
UniAttitudes_1	Universities should have anti-discrimination policy statements for LGBT+ people.	.048	.672	-.022	.076
TP_2	Being LGBT+ is merely a different kind of lifestyle that should not be condemned.	-.306	.114	.007	-.124
MP_3	If LGBT+ people want to be treated like everyone else, then they need to stop making such a fuss about their sexuality/culture.	.103	.732	-.113	.053
UniAttitudes_2	Sexual orientation should be included in university written statements about diversity and inclusion.	.124	.588	.001	.090
TP_3	The growing number of LGBT+ people indicates a decline in morals.	-.130	.627	.259	-.134
TP_4	Homosexuality is just as moral a way of life as heterosexuality.	-.206	.470	.095	-.199
MP_4	LGBT+ people have become far too confrontational in their demand for equal rights.	.026	.765	.004	.077
TP_5	If two people really love each other, then it shouldn't matter whether they are a woman and a man, two women or two men.	-.222	.450	.196	-.253
MP_5	LGBT+ people still need to protest for equal rights.	.128	.660	-.083	.075
MP_6	Many LGBT+ people use their sexual orientation and gender identity so that they can obtain special rights and privileges.	.143	.689	.014	.159
UniAttitudes_3	LGBT+ issues should be included in the curriculum and taught in classes.	.147	.616	-.147	.050
TP_6	Being LGBT+ is a perversion.	-.175	.492	.119	-.095
UniAttitudes_4	Gender identity should be included in university written statements about diversity and inclusion.	.074	.692	-.029	.083
PerceptionLGBTAttitudes	To what extent do you think anti-LGBT+ attitudes exist at your university campus?	-.517	-.248	.212	-.028
PerceptionResponse_1	My university thoroughly addresses campus issues related to sexual orientation or homophobia / biphobia.	.372	.037	-.051	-.145
PerceptionResponse_2	My university thoroughly addresses campus issues related to gender identity or transphobia.	.422	.145	-.145	-.142
PerceptionResponse_3	The classroom environment at my university is accepting of LGBT+ people.	.529	.047	-.083	.021
PerceptionResponse_4	The faculty and staff at my university are not accepting of LGBT+ people.	.463	-.032	-.123	-.032
PerceptionResponse_5	The students at my university are not accepting of LGBT+ people.	.582	.102	-.075	.012
PerceptionResponse_6	I feel that I can raise LGBT+ issues in the classroom.	.380	-.118	-.058	-.138
ExpPersonalLGBT_1	Since being at this university, have you experienced the following situations on campus? - Heard offensive jokes or remarks about LGBT+ people	-.170	-.206	.520	-.057

Code	Item	Component loading			
		1	2	3	4
ExpPersonalLGBT_2	Since being at this university, have you experienced the following situations on campus? - Verbal insults or other hurtful comments directed at you	-.002	.016	.734	.007
ExpPersonalLGBT_3	Since being at this university, have you experienced the following situations on campus? - Been threatened with physical violence	.185	.047	.754	.016
ExpPersonalLGBT_4	Since being at this university, have you experienced the following situations on campus? - Had personal property damaged or destroyed	.050	.209	.385	.118
ExpPersonalLGBT_5	Since being at this university, have you experienced the following situations on campus? - Had objects thrown at you	.079	.140	.455	-.152
ExpPersonalLGBT_6	Since being at this university, have you experienced the following situations on campus? - Been physically assaulted	.198	.030	.689	-.021
ExpPersonalLGBT_7	Since being at this university, have you experienced the following situations on campus? - Been threatened with sexual harassment or violence	-.078	-.061	.554	.069
ExpPersonalLGBT_8	Since being at this university, have you experienced the following situations on campus? - Experienced sexual harassment or violence	-.088	-.076	.464	.032
ExpPersonalLGBT_9	Since being at this university, have you experienced the following situations on campus? - Excluded from events or activities	-.203	.097	.278	.056
ExpPersonalLGBT_10	Since being at this university, have you experienced the following situations on campus? - Called homophobic, biphobic, and/or transphobic names	.025	-.077	.679	.015
ExpPersonalLGBT_11	Since being at this university, have you experienced the following situations on campus? - Someone disclosing that you are LGBT+ to others without your permission	-.042	-.167	.467	-.019
ExpAmbKnow	How many people do you know personally who have been verbally harassed, threatened with violence, sexually harassed, or physically attacked because they were assumed to be LGBT+?	-.220	-.353	.209	-.082

Note.

n = 430

Extraction method = Principal Component Analysis

Rotation method = Oblimin with Kaiser Normalization

Rotation converged in 10 iterations

Table 7-13 PH LGBT+ students' pattern matrix of the principal component analysis results for the campus climate measure used in Phase 1

Code	Item	Component loading			
		1	2	3	4
ThermometerClimate	In general, how would you rate the overall campus feeling at your university? Your rating (i.e. any number from 0° - 100°)	-.037	.303	-.033	.407
Perception_1	Please rate the campus environment in general using the following scale (1-5): Unsafe:Safe	.073	.511	.101	.108
Perception_2	Please rate the campus environment in general using the following scale (1-5): Unfriendly:Friendly	-.057	.539	.110	.068
Perception_3	Please rate the campus environment in general using the following scale (1-5): Non-inclusive:Inclusive	-.023	.714	.045	.112
Perception_4	Please rate the campus environment in general using the following scale (1-5): Unsupportive:Supportive	-.095	.687	.100	.162
Perception_5	Please rate the campus environment in general using the following scale (1-5): Homophobic:Not homophobic	.035	.841	.048	-.068
Perception_6	Please rate the campus environment in general using the following scale (1-5): Biphobic:Not biphobic	-.021	.827	.037	-.049
Perception_7	Please rate the campus environment in general using the following scale (1-5): Transphobic:Not transphobic	.020	.772	.014	-.032
Comfort_1	How comfortable do you feel sitting alone in: - University library	-.238	.095	-.207	.452
Comfort_2	How comfortable do you feel sitting alone in: - University cafeteria	-.115	.049	-.026	.683
Comfort_3	How comfortable do you feel sitting alone in: - University clubs/societies	.037	-.026	.040	.749
Comfort_4	How comfortable do you feel sitting alone in: - University sports groups/clubs	.249	.066	.028	.655
Comfort_5	How comfortable do you feel sitting alone in: - Shops and restaurants in/near campus	.046	-.042	-.053	.677
LGBTComfort	How comfortable do you feel being an LGBT+ person at your university?	-.227	.277	-.217	.384
LGBTHideSO	Since being at this university, have you ever avoided being open about your sexual orientation due to fear of negative consequences?	-.114	-.133	.219	-.044
LGBTHideGIE	Since being at this university, have you ever avoided expressing your gender identity for fear of a negative reaction from others? For example, through your physical appearance or clothing.	-.021	.079	.261	-.123
Fear	Since being at this university, have you ever feared for your physical safety because of your sexual orientation / gender identity?	-.123	-.090	.305	-.067
Safety	How safe do you feel walking alone at night around university buildings?	.215	.132	-.134	.357
ThermometerLGBT	In general, how do you feel towards the members of the LGBT+ community? Your rating (i.e. any number from 0° - 100°)	-.493	.080	-.153	.145
TP_1	Being LGBT+ is a sin.	.548	.002	.156	.113

Code	Item	Component loading			
		1	2	3	4
MP_1	LGBT+ people should stop complaining about the way they are treated in society, and simply get on with their lives.	.680	.000	-.072	.024
MP_2	LGBT+ people do not have all the rights they need.	.368	-.014	-.017	.118
UniAttitudes_1	Universities should have anti-discrimination policy statements for LGBT+ people.	.514	-.042	-.003	-.013
TP_2	Being LGBT+ is merely a different kind of lifestyle that should not be condemned.	.419	-.009	.105	-.018
MP_3	If LGBT+ people want to be treated like everyone else, then they need to stop making such a fuss about their sexuality/culture.	.675	.003	-.065	.120
UniAttitudes_2	Sexual orientation should be included in university written statements about diversity and inclusion.	.585	.026	-.005	-.181
TP_3	The growing number of LGBT+ people indicates a decline in morals.	.788	-.010	.118	.103
TP_4	Homosexuality is just as moral a way of life as heterosexuality.	.515	.049	-.053	-.100
MP_4	LGBT+ people have become far too confrontational in their demand for equal rights.	.731	-.022	.005	.175
TP_5	If two people really love each other, then it shouldn't matter whether they are a woman and a man, two women or two men.	.692	-.091	-.006	-.054
MP_5	LGBT+ people still need to protest for equal rights.	.508	-.037	-.171	-.115
MP_6	Many LGBT+ people use their sexual orientation and gender identity so that they can obtain special rights and privileges.	.571	-.040	.002	.180
UniAttitudes_3	LGBT+ issues should be included in the curriculum and taught in classes.	.632	-.026	-.092	-.139
TP_6	Being LGBT+ is a perversion.	.696	-.013	.099	.221
UniAttitudes_4	Gender identity should be included in university written statements about diversity and inclusion.	.659	.085	.011	-.177
PerceptionLGBTAttitudes	To what extent do you think anti-LGBT+ attitudes exist at your university campus?	-.039	-.463	.071	.082
PerceptionResponse_1	My university thoroughly addresses campus issues related to sexual orientation or homophobia / biphobia.	.161	.403	-.172	.212
PerceptionResponse_2	My university thoroughly addresses campus issues related to gender identity or transphobia.	.252	.416	-.094	.184
PerceptionResponse_3	The classroom environment at my university is accepting of LGBT+ people.	-.178	.408	-.179	.117
PerceptionResponse_4	The faculty and staff at my university are not accepting of LGBT+ people.	-.094	.474	.037	-.150
PerceptionResponse_5	The students at my university are not accepting of LGBT+ people.	-.137	.382	-.080	-.045
PerceptionResponse_6	I feel that I can raise LGBT+ issues in the classroom.	-.343	.301	-.050	.157
ExpPersonalLGBT_1	Since being at this university, have you experienced the following situations on campus? - Heard offensive jokes or remarks about LGBT+ people	-.383	-.361	.288	.206
ExpPersonalLGBT_2	Since being at this university, have you experienced the following situations on campus? - Verbal insults or other hurtful comments directed at you	-.017	-.184	.649	.234
ExpPersonalLGBT_3	Since being at this university, have you experienced the following situations on campus? - Been threatened with physical violence	.188	.044	.658	-.101

Code	Item	Component loading			
		1	2	3	4
ExpPersonalLGBT_4	Since being at this university, have you experienced the following situations on campus? - Had personal property damaged or destroyed	.159	.181	.638	-.174
ExpPersonalLGBT_5	Since being at this university, have you experienced the following situations on campus? - Had objects thrown at you	.204	.133	.670	-.132
ExpPersonalLGBT_6	Since being at this university, have you experienced the following situations on campus? - Been physically assaulted	.220	.091	.685	-.147
ExpPersonalLGBT_7	Since being at this university, have you experienced the following situations on campus? - Been threatened with sexual harassment or violence	.104	.042	.752	-.001
ExpPersonalLGBT_8	Since being at this university, have you experienced the following situations on campus? - Experienced sexual harassment or violence	-.018	.072	.620	-.018
ExpPersonalLGBT_9	Since being at this university, have you experienced the following situations on campus? - Excluded from events or activities	-.009	-.063	.537	-.057
ExpPersonalLGBT_10	Since being at this university, have you experienced the following situations on campus? - Called homophobic, biphobic, and/or transphobic names	-.044	-.061	.478	.172
ExpPersonalLGBT_11	Since being at this university, have you experienced the following situations on campus? - Someone disclosing that you are LGBT+ to others without your permission	-.175	-.108	.547	.196
ExpAmbKnow	How many people do you know personally who have been verbally harassed, threatened with violence, sexually harassed, or physically attacked because they were assumed to be LGBT+?	-.257	-.076	.424	.165

Note.

n = 244

Extraction method = Principal Component Analysis

Rotation method = Oblimin with Kaiser Normalization

Rotation converged in 8 iterations

7.11.5 Regression

Table 7-14 CPA model 2A regression. Results from regression analysis examining the moderation of the effect of Campus climate warmth and support on UK and PH LGBT+ students' social identity belonging by religiosity (importance of religion).

	<i>b</i>	<i>SE b</i>	95% CI		<i>t</i>	<i>p</i>
			<i>LL</i>	<i>UL</i>		
Campus climate warmth and support	.414	.039	.338	.491	10.678	.000***
Religiosity (importance of religion)	.080	.022	.038	.122	3.708	.000***
Campus climate warmth and support x Religiosity	-.023	.037	-.095	.049	-.622	.534

Note. $n = 825$. $R^2 = .132$. All variables were mean centred prior to analysis.

b = unstandardised regression coefficient. R^2 = adjusted R^2 .

LL = 95% confidence interval lower limit. *UL* = 95% confidence interval upper limit.

* $p < .05$ ** $p < .01$ *** $p < .001$ ***

Table 7-15 CPA model 2B regression. Results from regression analysis examining the moderation of the effect of social identity belonging on UK and PH LGBT+ students' academic persistence by religiosity (importance of religion).

	<i>b</i>	<i>SE b</i>	95% CI		<i>t</i>	<i>p</i>
			<i>LL</i>	<i>UL</i>		
Campus climate warmth and support	-.286	.078	-.439	-.133	-3.670	.000***
Social identity belonging	-.696	.066	-.826	-.567	-10.574	.000***
Religiosity (importance of religion)	-.010	.041	-.090	.070	-.243	.808
Social identity belonging x Religiosity	-.033	.058	-.147	.080	-.578	.563

Note. $n = 825$. $R^2 = .176$. All variables were mean centred prior to analysis.

b = unstandardised regression coefficient. R^2 = adjusted R^2 .

LL = 95% confidence interval lower limit. *UL* = 95% confidence interval upper limit.

* $p < .05$ ** $p < .01$ *** $p < .001$ ***

7.12 Appendix C5: Qualitative results (Phase 2)

7.12.1 Stage 1-2: Reflexive log

As I am auditing the transcriptions, I can't help but relive my experiences as an LGBT+ university student and it's a weird feeling, like in particular Chuck's experiences because we went to the same PH university and when they were talking about their experiences with their block and their friends, I couldn't help but remember how it was for me - that it was difficult for me because I wasn't out and my religious friend who knew about my LGBT+ identity wasn't as supportive as Chuck's friend because my friend pushed their religious agenda to me and I can't help but wonder how different it would've been if I had more supportive and accepting friends. It's like maybe uni would've been a more enjoyable experience.

I find that as I go over the transcripts, there are bits that upset me or elicit emotions from me - like this bit with the lecturer and the student in UK FG 3. I just feel angry and I want to punch the student for defending the lecturer. It's upsetting. It does remind of the value and importance of getting this work out there.

I am struggling with the qual analysis in terms of catching myself biased towards presenting a negative picture because I want to make a strong case for improving LGBT inclusion in HE. So I feel like it's easy for me to gloss over the positive aspects so I have to make an effort not to because the positive bits are part of the picture.

Focus group 3 (UK)

What stood out to me during this focus group was the activist sense that my participants had. The compassion and care that they have for others. That because of their own experiences of oppression, they would really like to help others and are sensitive to others' plight and needs and they would like to be able to support other oppressed groups as much as possible. This was quite touching.

Focus group 4 (UK)

This was an all-men group and it's quite interesting that I found it quite difficult to connect with the participants. It's been the most positive focus group thus far wherein they seem to be content with the way things are and they don't think things need to be necessarily changed. It makes me think that this is related to male privilege. I suppose I was also expecting more diversity in the focus group given that it has a mix of institutions. So in a way, it feels a little disappointing but I don't know if this is because of my expectations or if it's also because it's been a while since I've conducted a focus group.

7.12.2 Stage 1-2: Initial notes on transcripts

Line	Participant	Text	Notes
83	[REDACTED]	Actually I have no idea about campus climate, it's the first time that I've heard about that term. So I don't have any answer yet.	Not familiar with 'campus climate'
86	I	When you hear it though what do you think it is, or what comes to mind?	
88	[REDACTED]	Oddly enough the first thing that comes into my mind when I heard campus climate is about the climate talaga. <i>[Oddly enough the first thing that comes into my mind when I heard campus climate is about the climate really].</i>	
92	I	Okay. Fair enough.	
93	[REDACTED]	Mhm.	
94	I	Okay. How about the others?	
95	[REDACTED]	Um I don't know, I guess it has something to do with like how we feel and like if we feel safe in an environment?	Campus climate as feeling of safety
97		I don't know, parang mas yun ang yung naisip ko e.	
98		<i>[Um I don't know, I guess it has something to do with like how we feel and like if we feel safe in an environment? I don't know, like that's more of what I thought of.]</i>	
101	I	Okay.	
102	[REDACTED]	Climate, parang yung warmth and the atmosphere, the community's social things, factors. <i>[Climate, like the warmth and the atmosphere, the community's social things, factors.]</i>	Campus climate as warmth in the community, social aspects
106	I	So the stuff you said, like there are different definitions of campus climate, but the stuff that you said anyway, it does fall into that, it's like about climate, because it does talk about like weather it's like warmth, chilliness of a place, like the campus environment generally. Okay. So, I'm going to pass around this, they're all the same it's quote, just giving you a copy but I will read it out. So, it's actually an excerpt from a book by Beemyn and Rankin, so they said that, as a microcosm of the larger social environment, college and university campuses reflect the prevailing prejudices of society. Consequently, campus climates have variously been described as racist for students and employees of color, chilly for women, and hostile for lesbian, gay, bisexual and transgender community members. So, what word would you use to describe the campus climate for LGBT students at your university? [long pause before someone sneaks]	

7.12.3 Stage 3: NVivo coding screenshots

The screenshot displays the NVivo interface for a project named 'PH FGD #1_5 December 2018 (3 participants)'. The main window shows a table of text excerpts with line numbers and a coding sidebar on the right. Two callout boxes highlight specific features: 'PH data sample' and 'Multiple codes: both latent codes'.

Participant	Line	Text Excerpt	Codes
I	143	Do you agree with the others? I see you nodding.	
	144	Uh well, my---my take for the university kasi it's---I ca	
	145	n't pick a word, it's sort of a phrase.	
	146	<i>[Uh well, my---my take for the university because it's---</i>	
	147	<i>I can't pick a word, it's sort of a phrase.]</i>	
I	148	Okay.	
	149	It's "accepting with an exception." So, for example in	
	150	CLA uh for me I see CLA as really accepting because	
	151	we have GENDERS. Uh and---but then when it comes	
	152	to College of Engineering I agree with [redacted] yung sina	
	153	bi niya medyo prevailing ung testosterone overload. So	
	154	uh in a way iba---iba yung vibes sa COE. CLA, also ye	
	155	ah, it's 'accepting with an exception' for certain college	
	156	s. CLA is good, but then pagdating sa COE medyo, me	
	157	dyo na ano iwas ka.	
	158	<i>[It's "accepting with an exception". So for example in</i>	
	159	<i>CLA uh for me I see CLA as really accepting because w</i>	
	160	<i>e have GENDERS. Uh and---but then when it comes to</i>	
	161	<i>College of Engineering I agree with [redacted] when he said</i>	
	162	<i>it's a bit prevailing, the testosterone overload. So uh in</i>	
	163	<i>a way it's diff---different, the vibes in COE. CLA, also y</i>	
	164	<i>eah, it's 'accepting with an exception' for certain colleg</i>	
	165	<i>es. CLA is good, but then going to COE it's a bit, a bit</i>	
	166	<i>of avoidance.]</i>	
I	167	Okay, um so after you s---are there any aspects of your	
	168	studies that you think shaped your perceptions of the ca	
	169	mpus climate? Like when you think of yourselves, is, y	
	170	ou---you actually sort of touched upon this when you s	
	171	aid, like, you said in Psychology it's like this. In CLA it	
	172	's like this. In COB it's like this. So you could say that t	
	173	hat's the discipline, right? Um are there like other aspec	
	174	ts of, like, in your own experiences of your studies that	
	175	you think shape the way like why you think the campus	
	176	climate is iffy, or why you think it's um accepting with	
	177	except---	
	178	Exception.	
I	179	---exception. And then you said tolerant? Yeah. Are the	
	180	re any aspects you think shape?	
	181	Mm... Aside from the colleges siguro, I mean, it's the a	
	182	dmin, the make-up of the university, the janitors, the gu	
	183	ards, the um people behind the scenes. Um, in my case	
	184	kasi I have a lot of friends, the guards, janitors, and the	
	185	y're like really cool people and then I get to joke with t	

PH data sample

Multiple codes: both latent codes

Codes in sidebar:
 Experience - ambient - negative
 Source of support - LGBT student org
 Perception - shaped by background
 Experience - positive
 Experience - negative
 Perception - shaped by discipline
 Campus climate - perception - mixed
 Impact - positive
 Coding Density

Phase 2

Home Create Data Analyze Query Explore Layout View

PH FGD #1_5 December 2018 (3 participants)

Code Annotations Edit

1300	the university, like in classes, in activities, in organizations. Has it--has your experiences of being an LGBT student, has it affected that? Or does it impact that in any way?	
1309		
1310		
1311		
1312	Um by the time that I really identify [sic] myself as um -- the member of the LGBT community and then I became also part of [redacted], I think those really are my most, um, active the times na um that I really became more active on---on the things that I'm doing. Particularly on the extracurricular activities.	
1313		
1314		
1315		
1316		
1317		
1318	<i>[Um by the time that I really identify [sic] myself as um-- the member of the LGBT community and then I became also part of [redacted] think those really are my most, um, active the times that um that I really became more active on---on the things that I'm doing. Particularly on the extracurricular activities.]</i>	
1319		
1320		
1321		
1322		
1323		
1324	Um, as I mentioned there were---there are art orgs that are very inclusive. They don't tolerate um homophobia or any type of discrimination. Um, I think that---that really helped me um come---not really come out, but accept myself as a bi woman because, you know, there are people who are there to protect me from, you know, this org is--is---they stand up for me, in a way.	
1325		
1326		
1327		
1328		
1329		
1330		
1331	Are you active in the org? Did you become active in the org?	
1332		
1333	Yes. I am um I'm there almost every day.	
1334	Okay.	
1335	Yeah.	
1336	Because it's like a s---it's like a nice space for you.	
1337	Yeah.	
1338	Okay.	
1339	Well, I don't have any orgs but then my group of circle, I guess, in the university. Kasi nga, I was telling them about me being lesbian and they're like, "Oh, we've known all along!" [Collective laughter] "We were just waiting for you to come out." [Laughs]	
1340		
1341		
1342		
1343		
1344	<i>[Well, I don't have any orgs but then my group of circle, I guess, in the university. Because, I was telling them about me being lesbian and they're like, "Oh, we've known all along!" [Collective laughter] "We were just waiting for you to come out." [Laughs]]</i>	
1345		
1346		
1347		
1348		
1349	Well, that was nice.	
1350	Yeah!	

PH data sample

Multiple codes:
latent and semantic codes

Experience - ambient - negative

Perception - shaped by background

Perception - shaped by discipline

Experience - negative

Campus climate - perception - mixed

Impact - positive

Coding Density

Source of support - LGBT student org

Experience - positive

DATA > Files > PH FGD #1_5 December 2018 (3 participants)

The screenshot shows a software interface for data analysis. At the top, there is a menu bar with options: Home, Create, Data, Analyze, Query, Explore, Layout, View. A search bar is on the right. Below the menu, the document title is "Revised - UK interview". The main area is a table with columns for line numbers, text, and a third column. The text in the table is as follows:

51	I think it would be difficult to use only one word because I'm	
52	not just non-heterosexual like um I have different identities a	
53	s well. Um and sometimes I feel that it might be racist for stu	
54	dents and employees of colour and that's what I hear repeate	
55	dly, not overt racism sometimes it can be but more covert and	
56	institutional racism as well. Um and I wouldn't say it's chilly	
57	for women, but that is I understand mainly because of the en	
58	vironment that I'm in and usually the people that I'm around	
59	who are more, um who would call themselves feminist who	
60	would be more I think wary of uh holding prejudiced attitude	
61	s towards women. Um but I have heard it can be hostile for L	
62	GBT identifying people. From some of the experiences that I	
63	have heard of. Um and I think it is very individual as well. I t	
64	hink the university does quite a bit in terms of LGBT and cre	
65	ating LGBT friendly spaces um but I have limited experience	
66	because I haven't done anything outside of this university in	
67	UK um so I'm just talking this university where I have been.	
68	But I've heard of women's spaces being hostile or yeah towa	
69	rds trans people. Um so I think it depends on who you are, w	
70	hat you what you're seen as um and that defines your experie	
71	nce I think.	
72	I So you said that it's kind of hard to choose just one word. So	
73	if you were to describe the campus climate, how would you,	
74	what words would you use then would you use the same wor	
75	ds?	
76	Um, I would use, I would say that it's varied. Um it's it varie	
77	s upon the identity that you are seen to assume in any one spa	
78	ce and it can differ from space to space even within the camp	
79	us. Um, yeah. I cannot speak for others. I cannot say this LG	
80	BT friendly, but just that I have seen LGBT friendly events b	
81	eing organized.	
82	I Okay, so you think it varies from but if I could just get an ide	
83	a for example and you said that it depends on what your ident	
84	ity is seen as so then I'm curious um for you, though, if let's	
85	say whatever identity you want to talk about, I'm just curious	
86	, what word you would use, like, cause I'm interested in kno	
87	wing your perceptions of the environment.	
88	I cannot I cannot because I have multiple identities. I'm a wo	
89	man I'm also a person of colour as they say here. And I'm als	
90	o non-heterosexual but I'm seen as straight. Um so I think dif	

On the right side of the interface, there is a vertical bar chart showing the distribution of codes. The codes and their corresponding colors are:

- Institutional support - low (purple)
- Improvement - staff support (orange)
- Improvement - staff knowledge and awareness (yellow)
- Campus climate - perception - mixed (yellow)
- Impact - negative (yellow)
- Experience - mixed (orange)
- Improvement - intersectionality (LGBT POCs) (orange)
- Intersectionality (purple)
- Coding Density (purple)

Two text boxes are overlaid on the interface:

- UK data sample**
- Multiple codes: latent and semantic codes**

At the bottom, the file path is shown: DATA > Files > Revised - UK interview.

The screenshot shows a software interface for qualitative data analysis. The main window displays a transcript of an interview titled "Revised - UK interview". The transcript is organized into rows, each with a line number and a corresponding text snippet. Several lines of text are highlighted in yellow, indicating they have been coded. To the right of the transcript, there are two text boxes: "UK data sample" and "Multiple codes: latent and semantic codes". On the far right, a vertical sidebar lists various codes, each with a colored bar indicating its density in the data. The codes listed are: Institutional support - low, Improvement - staff support, Improvement - staff knowledge and awareness, Campus climate - perception - mixed, Impact - negative, Experience - mixed, Improvement - intersectionality (LGBT POCs), Intersectionality, and Coding Density.

Line Number	Text Snippet	Code(s)
118-138	I think um there are spaces that are LGBT-friendly especially in the LGBT staff support network but also the student groups. But you know I don't really uh go to those spaces so often. Uh because they're so White. And that's why I want to talk about multiple identities because um there are people that you do find you can connect with that actually understand you and your experiences. But somehow I feel like my race or ethnicity trumps um in those spaces and I still don't understand why that is. But even in my research I've found that it is that um my position as a researcher from the Global South takes like takes precedence over any other identities that I might have. Um and I think that has to do with um what the biggest structure um that you come across um and that you see as a hindrance for certain things that you're working towards. So for me um there are LGBT spaces but they are predominantly White and I really don't identify with those um spaces or people. I can identify with some experiences but I find them hostile uh because of the whiteness and the prevailing conceptions around what LGBT people should be like or should do or what kind of experiences they should have or even what kind of like politics they should have.	UK data sample, Multiple codes: latent and semantic codes
139-143	Okay. Um well, are there any areas that specifically, 'cause you said there are LGBT friendly spaces although you can still kind of find them a little bit hostile. Are there certain spaces that like kind of for you like they're they are totally like hostile or they're totally not welcoming to LGBT students?	
144-145	No, not that I know of. And that's probably because I don't really identify or I'm not seen as that immediately.	
146-149	Um, so as someone who identifies as non-heterosexual are there specific areas, disciplines or groups of people where you kinda feel more comfortable just with your identity as a non-heterosexual person?	
150-154	Um, I don't know if there are spaces. I don't know if I can talk of like general spaces like that but I think um I do feel more comfortable within queer feminist spaces. Um but then it's not always queer feminist. It has to do with race and um I don't know, age and other things as well.	
155-157	Okay, that makes sense. Do you think that the university's location, like physical location influences the campus climate for LGBT students?	

UK data sample

Multiple codes: latent and semantic codes

- Institutional support - low
- Improvement - staff support
- Improvement - staff knowledge and awareness
- Campus climate - perception - mixed
- Impact - negative
- Experience - mixed
- Improvement - intersectionality (LGBT POCs)
- Intersectionality
- Coding Density

7.12.4 Stage 4-6: Theme development

Original themes/subthemes	Final themes/subthemes	Latent variables
<p>Theme 1: MICROCOSM OF THE LARGER SOCIETY</p>	<p>Theme 1: MICROCOSM OF THE LARGER SOCIETY</p>	<p>Latent variable 1: SOCIAL ATTITUDES TOWARD LGBT+ 17 items describing general social attitudes to LGBT+</p>
<p>Work-in-progress: tolerance and selective acceptance</p>	<p>Work-in-progress: “tolerance”, “selective acceptance”, “it’s targeted” transphobia, and “it’s too white”</p>	
<p>“It’s targeted”: deliberate transphobia and “it’s too white”</p>		
<p>Modern anti-LGBT+ prejudice: stares, slurs, stereotypes, and silly questions</p>	<p>Same old current social attitudes: modern anti-LGBT+ prejudice, old-fashioned sources</p>	
<p>Hypermasculinity and conservatism</p>		

Guided by latent variable 1, 4 subthemes were collapsed into 2 subthemes that focus on current social attitudes toward LGBT+. Subtheme 1 (work-in-progress) describes the current campus climate for LGBT+ university students in the Philippines and UK. Subtheme 2 (same old current social attitudes) highlights the salient sources and prevalence of modern anti-LGBT+ prejudice in Philippine and UK higher education institutions.

Original themes/subthemes	Final themes/subthemes	Latent variables
Theme 2: GROWTH AND REGRESSION	Theme 2: GROWTH AND REGRESSION	Latent variable 3: DIRECT EXPERIENCES OF ANTI- LGBT+ DISCRIMINATION 7 items measuring first-hand experiences of overt anti-LGBT+ discrimination
Indifference, withdrawal, and isolation	Personal and social regression: isolation, withdrawal, and dropping out	Latent variable 5: FEAR OF BACKLASH AND HARASSMENT 8 items describing a sense of fear based on negative campus climate perceptions and expectations of harassment arising from less direct experiences of anti-LGBT+ discrimination
Academic impact: from zoning out to dropping out		
Personal development: finding one's identity and advocacy	Personal and social growth: finding one's identity, community, and advocacy	
Social development: finding one's community		

Guided by latent variables 3 and 5, 4 subthemes were collapsed into 2 subthemes. Subtheme 1 (personal and social regression) depicts the negative impact of negative campus climates on LGBT+ students, primarily in the form of withdrawal and isolation, which reflects latent variable 5 (fear of backlash and harassment). Subtheme 2 (personal and social growth) describes some of the positive impact of navigating negative campus climates or direct experiences of anti-LGBT+ discrimination (latent variable 3).

Original themes/subthemes	Final themes/subthemes	Latent variables
Theme 3: FOSTERING SOCIAL IDENTITY BELONGING THROUGH LGBT+ REPRESENTATION AND VISIBILITY	Theme 3: FOSTERING SOCIAL IDENTITY BELONGING THROUGH LGBT+ VISIBILITY, RECOGNITION, AND REPRESENTATION	Latent variable 2: CAMPUS CLIMATE WARMTH AND SUPPORT 11 items indicating perceptions of a warm campus climate that accepts and supports LGBT+ people
LGBT+ student groups	LGBT+ representation in student groups	
LGBT+ inclusive policies	LGBT+ visibility in policies and programmes	Latent variable 4: CAMPUS CLIMATE-HABITUS FIT 8 items indicating feelings of warmth, comfort, and safety within the campus environment
LGBT+ programmes		
Staff-related subtheme	LGBT+ awareness and recognition from staff and students	

Guided by latent variables 2 and 4, the initial subthemes were refined to reflect sources that foster perceptions and feelings of campus climate warmth, support, comfort, and safety. Subtheme 1 (LGBT+ student groups) and Subtheme 4 (Staff-related subtheme) were revised to LGBT+ representation in student groups and LGBT+ awareness and recognition from staff and students, respectively. Subtheme 2 (LGBT+ inclusive policies) and Subtheme 3 (LGBT+ programmes) were collapsed into a single subtheme: LGBT+ visibility in policies and programmes.

7.13 Appendix C6: Content analysis results (Phase 3)

7.13.1 Frequency analysis

Table 7-16 Frequency table A : summary of the total number of unique and relevant webpages identified for content analysis (per HEI)

Category	UK HEI 1	UK HEI 2	PH HEI 1	PH HEI 2
Event advert	1 (2%)	-	1 (5%)	-
General information	10 (23%)	9 (25%)	-	-
Google result for images	-	-	-	1 (7%)
Google result for videos	-	1 (3%)	-	-
Information for staff	1 (2%)	1 (3%)	-	-
Information for students	4 (9%)	3 (8%)	-	-
News snippet/feature	13 (30%)	13 (36%)	11 (52%)	11 (73%)
Official university form/document	1 (2%)	-	-	-
Policy document	7 (16%)	2 (6%)	3 (14%)	1 (7%)
Post on student forum website	-	2 (6%)	-	-
Post on HEI's social media page	-	1 (3%)	2 (10%)	-
Staff profile	-	-	-	1 (7%)
Student profile	2 (5%)	-	-	-
University group profile	2 (5%)	2 (6%)	2 (10%)	-
University group website/page	3 (7%)	2 (6%)	-	-
Wikipedia page	-	-	2 (10%)	1 (7%)
Total number of webpages selected	44	36	21	15
Selected from HEI website search (out of 60)	24 (55%)	18 (50%)	11 (52%)	2 (13%)
Selected from Google search (out of 60)	20 (45%)	18 (50%)	10 (48%)	13 (87%)
Total % selected (out of 120)	37%	30%	18%	13%

Note.

Phase 3 research questions were utilised as guiding framework for selecting relevant results Duplicate results from the HEI website search and Google search were only counted once

HEI 1 = Better practice toward LGBT+ inclusion

HEI 2 = Weaker practice toward LGBT+ inclusion

Table 7-17 Frequency table B : UK and PH HEI LGBT+ university group webpages' content valence/tone

University	Neutral-Negative	Neutral	Neutral-Positive	Positive	Unsure	Unclear	Unable to access	TOTAL
UK HEI 1	-	3 (13%)**	-	17 (71%)***	1 (4%)	1 (4%)	2 (8%)	24
UK HEI 2	-	1 (8%)	-	9 (75%)***	-	-	2 (17%)**	12
PH HEI 1	1 (5%)	7 (33%)**	1 (5%)	11 (52%)***	-	-	1 (5%)	21
PH HEI 2	-	1 (33%)	1 (33%)	1 (33%)	-	-	-	3
TOTAL	1 (2%)	12 (20%)**	2 (3%)	38 (63%)***	1 (2%)	1 (2%)	5 (8%)	60

Note.

Summary based on 3 UK coders, 3 PH coders

***top 1 result, **top 2 result

HEI 1 = Better practice toward LGBT+ inclusion

HEI 2 = Weaker practice toward LGBT+ inclusion

Table 7-18 Frequency table C : UK and PH HEI LGBT+ programmes webpages' content valence/tone

University	Absent	Negative	Neutral-Negative	Neutral	Neutral-Positive	Positive	Unsure	Unclear	Unable to access	TOTAL
UK HEI 1	2 (3%)	-	-	31 (42%)***	9 (12%)	27 (37%)**	2 (3%)	1 (1%)	1 (1%)	73
UK HEI 2	-	5 (8%)	1 (2%)	17 (27%)**	3 (5%)	29 (47%)***	3 (5%)	3 (5%)	1 (2%)	62
PH HEI 1	-	-	-	8 (38%)**	4 (19%)	9 (43%)***	-	-	-	21
PH HEI 2	1 (7%)	3 (20%)**	-	10 (67%)***	1 (7%)	-	-	-	-	15
TOTAL	3 (2%)	8 (5%)	1 (1%)	66 (39%)***	17 (10%)	65 (38%)**	5 (3%)	4 (2%)	2 (1%)	171

Note.

Summary based on 3 UK coders, 3 PH coders

***top 1 result, **top 2 result

HEI 1 = Better practice toward LGBT+ inclusion

HEI 2 = Weaker practice toward LGBT+ inclusion

Table 7-19 Frequency table D : UK and PH HEI LGBT+ policy webpages' content valence/tone

University	Absent-Negative	Absent-Positive	Negative	Neutral-Negative	Neutral	Neutral-Positive	Positive	Unsure	Unable to access	TOTAL
UK HEI 1	-	-	-	-	18 (55%)***	3 (9%)	9 (27%)**	-	3 (9%)	33
UK HEI 2	-	1 (3%)	-	1 (3%)	15 (47%)***	3 (9%)	7 (22%)**	5 (16%)	-	32
PH HEI 1	-	-	-	1 (5%)	5 (25%)**	2 (10%)	12 (60%)***	-	-	20
PH HEI 2	1 (4%)	-	18 (67%)***	-	5 (19%)**	-	3 (11%)	-	-	27
TOTAL	1 (1%)	1 (1%)	18 (16%)	2 (2%)	43 (38%)***	8 (7%)	31 (28%)**	5 (4%)	3 (3%)	112

Note.

Summary based on 3 UK coders, 3 PH coders

***top 1 result, **top 2 result

HEI 1 = Better practice toward LGBT+ inclusion

HEI 2 = Weaker practice toward LGBT+ inclusion

7.13.2 Coder ratings

Table 7-20 LGBT+ university group webpages ratings

	UK HEI 1	UK HEI 2	PH HEI 1	PH HEI 2
Usefulness	2.78 ^a	3.50 ^b	2.67 ^c	2.67 ^d

Note.

Mean score based on 3 UK coders, 3 PH coders; 1-5 Likert scale (higher score = higher rating)

HEI 1 = Better practice toward LGBT+ inclusion

HEI 2 = Weaker practice toward LGBT+ inclusion

Only university-hosted webpages were rated:

a = 9 webpages

b = 6 webpages

c = 3 webpages

d = 3 webpages (unable to confirm whether it's university-hosted)

Table 7-21 LGBT+ university policy webpages ratings

	UK HEI 1 ^a	UK HEI 2 ^b	PH HEI 1 ^c	PH HEI 2 ^d
Overall state	3.67	3.00	3.83	1.00
Visibility	3.50	3.33	3.60	1.00
Clarity	3.67	3.67	3.50	1.00
Inclusiveness	4.00	3.33	4.00	1.15
<i>Mean score</i>	<i>3.71</i>	<i>3.33</i>	<i>3.73</i>	<i>1.04</i>

Note.

Mean score based on 3 UK coders, 3 PH coders; 1-5 Likert scale (higher score = higher rating)

HEI 1 = Better practice toward LGBT+ inclusion

HEI 2 = Weaker practice toward LGBT+ inclusion

Number of webpages rated:

a = 11 webpages (all university-hosted webpages)

b = 11 webpages (all university-hosted webpages)

c = 7 webpages (includes 2 non-university hosted webpages)

d = 9 webpages (only 1 was a university-hosted webpage)

Table 7-22 LGBT+ university programmes webpages ratings

	UK HEI 1 ^a	UK HEI 2 ^b	PH HEI 1 ^c	PH HEI 2 ^d
Amount/Variety	3.00	3.00	2.52	1.40
Visibility	3.33	3.17	2.57	1.33
Clarity	3.67	3.50	2.76	1.53
<i>Mean score</i>	3.33	3.22	2.62	1.42

Note.

Mean score based on 3 UK coders, 3 PH coders; 1-5 Likert scale (higher score = higher rating)

HEI 1 = Better practice toward LGBT+ inclusion

HEI 2 = Weaker practice toward LGBT+ inclusion

Number of webpages rated:

a = 25 webpages (all university-hosted webpages)

b = 21 webpages (includes 5 non-university hosted webpages)

c = 7 webpages (includes 2 non-university hosted webpages)

d = 5 webpages (includes 3 non-university hosted webpages)

7.13.3 Checklist scores

Table 7-23 Checklist for LGBT+ student groups

LGBT+ student group webpages	Better practice UK	Weaker practice UK	Better practice PH	Weaker practice PH
Separate webpage for LGBT+ student life/concerns	✓	✓		
Separate information page for LGBT+ undergraduate students	✓	✓		
Separate information page for LGBT+ postgraduate students	✓			
Separate information page for LGBT+ mature students				
Institutionally-recognised LGBT+ student group	✓	✓	✓	
Separate LGBT+ student group for postgraduates/mature students	✓			
<i>SUBTOTAL (out of 6)</i>	5	3	1	0

Table 7-24 Checklist for LGBT+ policies

LGBT+ policies and procedures webpages	Better practice UK	Weaker practice UK	Better practice PH	Weaker practice PH
Monitoring of sexual orientation and gender identity information	✓			
Non-discrimination statement for sexual orientation	✓	✓	✓	*
Non-discrimination statement for gender identity/expression	✓	✓	✓	*
Procedure for reporting anti-LGBT+ harassment and discrimination	✓	✓	✓	
Preferred name policy	✓	✓		
Gender neutral toilets	✓	✓	✓	
<i>SUBTOTAL (out of 6)</i>	6	5	4	-2

Note.

* Had anti-LGBT+ policies

Table 7-25 Checklist for LGBT+ programmes and services

LGBT+ programmes and services webpages	Better practice UK	Weaker practice UK	Better practice PH	Weaker practice PH
LGBT+ social events	✓	✓	✓	
LGBT+ inclusive counselling services		✓		
LGBT+ inclusion in the curriculum	✓	*✓	✓	*✓
LGBT+ resources	✓	✓	✓	
<i>SUBTOTAL (out of 4)</i>	3	4	3	0

Note.

*✓inferred from LGBT+ research conducted by students and staff (i.e. no explicit mention of LGBT+ courses)

7.13.4 Qualitative comments

Table 7-26 Checklist qualitative comments

Evaluation category	Better practice UK	Weaker practice UK	Better practice PH	Weaker practice PH
LGBT+ student groups	LGBT+ student group was nominated for “student group of the year” award and is “one of the largest student societies on campus” (768 members)	Unclear whether there is a separate group for LGBT+ postgraduate students	LGBT+ student group is the “first and largest” LGBT+ student group in the country	Does not recognise LGBT+ student groups
LGBT+ policies and procedures	<p>Anti-LGBT+ harassment reporting procedures are not explicitly signposted as it requires reading through entire Equality & Diversity Policy</p> <p>Limited trans-inclusive policies for international students (e.g. unable to use preferred name and gender change on official documents)</p> <p>Limited number of gender-neutral toilets (i.e. possibly a total of 28 in the entire university based on webpages reviewed)</p>	<p>Anti-LGBT+ harassment reporting procedures are explicitly signposted on dedicated page that directly links to the online reporting portal</p> <p>Limited number of gender-neutral toilets (i.e. possibly a total of 33 in the entire university based on webpages reviewed)</p>	<p>No explicit anti-LGBT+ discrimination policy. Subsumes protection of sexual orientation/gender identity under a general gender equality policy and anti-sexual harassment code.</p> <p>Anti-LGBT+ harassment reporting procedures are not explicitly signposted as it requires reading through entire UP Gender Guidelines and UP Anti-Sexual Harassment Code.</p>	Criticised for anti-LGBT+ policies (e.g. bans cross-dressing and same-sex relationships; imposes a dress code based on gender-binary)

LGBT+ programmes and services	Hosts varied types of events (e.g. academic and social)	Hosts varied types of events (e.g. academic and social)	Limited information about LGBT+ events (e.g. only found a social media post about a Pride march and a screening of a gay director's film)	Disallows endorsement of LGBT+ related activities (e.g. taking down "all rainbow-themed profile pics")
	No explicit mention of LGBT+ inclusive counselling services but there is a LGBTQ+ Honorary Chaplain	Provides trans and non-binary specific support and advice service	LGBT+ inclusion in the curriculum via LGBT+ psychology 101 elective	LGBT+ inclusion in the curriculum via LGBT+ research topics
	LGBT+ inclusion in the curriculum via an online course and LGBT+ research presentations	LGBT+ inclusion in the curriculum via LGBT+ research topics	Mentions intersection of race/ethnicity and sexual orientation/gender identity as a research topic	
	Signposts internal and external LGBT+ resources	Signposts internal and external LGBT+ resources		
